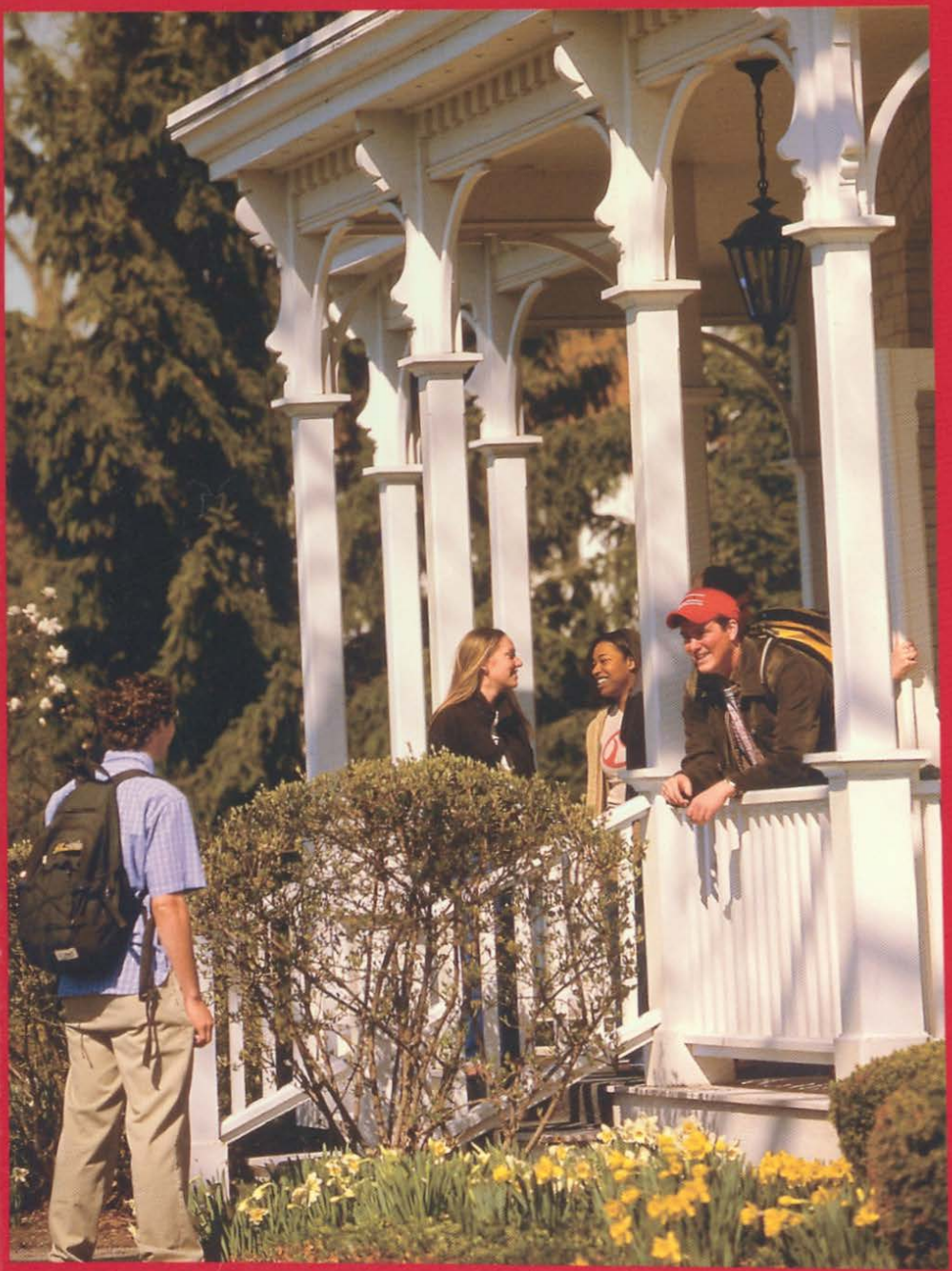
LAKE FOREST



LAKE FOREST COLLEGE CATALOG

2003–2005

LAKE FOREST COLLEGE CALENDAR

FALL SEMESTER 2003

Wednesday	August	27	Registration
Thursday	August	28	First day of classes
Wednesday	September	10	Last day for permissible change of registration, last day to register for credit/D/fail option
Wednesday	October	8	Interim grade reports due
Sat-Tue	October	18-21	Mid-semester break
Friday	October	31	Last day for approved withdrawal from a course with an automatic "W"
Thur-Sun	November	27-30	Thanksgiving break
Tuesday	December	9	Last day of classes
Wed-Thur	December	10-11	Reading days
Fri-Sat	December	12-13	Final exams
Sunday	December	14	Reading day
Mon-Wed	December	15-17	Final exams
Thursday	December	18-	
Sunday	January	11	Winter break*

SPRING SEMESTER 2004

Monday	January	12	Registration
Tuesday	January	13	First day of classes
Monday	January	26	Last day for permissible change of registration, last day to register for credit/D/fail option
Monday	February	23	Interim grade reports due
Sat-Sun	March	6-14	Mid-semester break**
Monday	March	22	Last day for approved withdrawal from a course with an automatic "W"
Tuesday	April	6	Student Symposium
Tuesday	April	27	Last day of classes
Wed-Thur	April	28-29	Reading days
Friday	April	30-	
Saturday	May	1	Final exams
Sunday	May	2	Reading day
Mon-Wed	May	3-5	Final exams
Saturday	May	8	Commencement

FALL SEMESTER 2004 (Tentative)

Wednesday	August	25	Registration
Thursday	August	26	First day of classes
Wednesday	September	8	Last day for permissible change of registration, last day to register for credit/D/fail option
Wednesday	October	6	Interim grade reports due
Sat-Tue	October	16-19	Mid-semester break
Friday	October	29	Last day for approved withdrawal from a course with an automatic "W"
Thur-Sun	November	25-28	Thanksgiving break
Tuesday	December	7	Last day of classes
Wed-Thur	December	8-9	Reading days
Fri-Sat	December	10-11	Final exams
Sunday	December	12	Reading day
Mon-Wed	December	13-15	Final exams
Thursday	December	16-	
Sunday	January	9	Winter break*

SPRING SEMESTER 2005 (Tentative)

Monday	January	10	Registration
Tuesday	January	11	First day of classes
Monday	January	24	Last day for permissible change of registration, last day to register for credit/D/fail option
Monday	February	21	Interim grade reports due
Sat-Sun	March	5-13	Mid-semester break**
Monday	March	21	Last day for approved withdrawal from a course with an automatic "W"
Tuesday	April	5	Student Symposium
Tuesday	April	26	Last day of classes
Wed-Thur	April	27-28	Reading days
Fri-Sat	April	29-30	Final exams
Sunday	May	1	Reading day
Mon-Wed	May	2-4	Final exams
Saturday	May	7	Commencement

* Residence halls and food services **closed**; ** Residence halls open/food services **closed**

LAKE FOREST COLLEGE

2003-2005 CATALOG

Lake Forest College affirms that education ennobles the individual.

Our curriculum engages students in the breadth of the liberal arts and the depth of traditional disciplines. We encourage students to read critically, reason analytically, communicate persuasively, and, above all, to think for themselves. We foster creative talent and independent research. We embrace cultural diversity. We honor achievement.

Our faculty of distinguished scholars takes pride in its commitment to teaching. We know our students by name and prepare them to become responsible citizens of the global community. We enable students, faculty, trustees, and administrators to solve problems in a civil manner, collectively. We maintain a secure residential campus of great beauty. We enrich our curriculum with the vibrant resources of Chicago.

Lake Forest College celebrates the personal growth that accompanies the quest for excellence.

— Approved by the Faculty and Trustees, May 1992.

1857

LAKE FOREST COLLEGE

Volume 77
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The online version of this document is the catalog of record as of September 2003.

Lake Forest College's nondiscrimination policies are based on federal laws and regulations, including Title IX and other relevant regulations, as well as on its institutional ideals.

It is the stated policy of Lake Forest College that appropriate qualifications for and performance of specific duties are the basic criteria for the employment and promotion of all College academic and nonacademic staff. Lake Forest College does not discriminate against any persons because of race, color, sex, religion, or national or ethnic origin in its education program, activities, or employment. In addition, Lake Forest College is required by Title IX and regulations promulgated thereunder not to discriminate on the basis of sex in educational programs, activities, and employment. Lake Forest College does not discriminate on the basis of handicap against any otherwise qualified person by denying participation in, or the benefits of, any College program or activity. Lake Forest College also does not discriminate on the basis of sexual orientation in its education programs, activities, or employment. For purpose of this policy, the term "sexual orientation" means the status or expression, whether actual or perceived, of heterosexuality, homosexuality, or bisexuality.

The campus coordinator for Title IX (prohibiting sex discrimination) is the Personnel Officer, to whom inquiries concerning Title IX may be referred. The campus coordinator for Section 504 of the Federal Rehabilitation Act of 1973 (prohibiting handicap discrimination) is Stephen D. Schutt, President.

Lake Forest College
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GENERAL INFORMATION

LAKE FOREST COLLEGE: AN INTRODUCTION

Lake Forest College is a coeducational undergraduate institution offering students the opportunities and challenges of a liberal arts education in a community dedicated to learning. At the heart of Lake Forest is the close-knit community of teachers, scholars, students and staff representing cultures from around the globe who live and learn together in an environment of mutual respect and collaboration. Committed to teaching undergraduates, the distinguished faculty shares a fundamental goal of preparing students to become independent thinkers and responsible citizens of global communities. The curriculum, uniquely enriched by the extensive resources of nearby Chicago, challenges students to think critically and creatively and to communicate convincingly in a variety of ways, while providing many experiential opportunities for applying and further developing acquired concepts and methods. Undergraduate study at the College prepares students for a lifetime of intellectual growth and the exploration of new frontiers.

The institution from which the College derived was founded in 1857 as Lind University by the same group of visionary Presbyterians who founded the town of Lake Forest (1861) and established its First Presbyterian Church (1859). The institution grew to include male and female academies, a coeducational undergraduate college, and graduate schools of medicine, dentistry, and law. The undergraduate college enrolled its first students in 1876 as Lake Forest University. During the early part of the twentieth century, the graduate schools were disassociated from the University and the academies became autonomous schools (continuing today as Lake Forest Academy). Full attention was thereafter devoted by Lake Forest University to its undergraduate college. Accordingly, the institution was formally renamed Lake Forest College in 1965.

Throughout its history, the College has continued to express many of the values cherished by its founders. Today the faculty, students, and staff come from diverse ethnic, racial, and religious backgrounds. The College is governed by an independent Board of Trustees while maintaining a relationship with the Presbyterian Church, U.S.A. Lake Forest College is accredited at the undergraduate and the master's degree levels by the North Central Association of Colleges and Schools and is registered by the Board of Higher Education of the State of Illinois.

After more than a century of undergraduate education, the College offers a curriculum in the liberal arts that combines requirements for exposure to the humanities, and natural and social sciences with many opportunities for interdisciplinary exploration, independent academic work, and substantial choice in designing one's course of study. The undergraduate academic programs are enhanced by cooperative degree programs with several other institutions of higher education, for-credit internship experiences in Chicago, other areas of the United States, and abroad, and a wide array of programs for international study. The College's graduate program in liberal studies, established in 1976, pursues a strongly interdisciplinary approach.

By virtue of its small size, Lake Forest College fosters regular, continuing interaction between students and faculty. As a result of its location near Chicago, students have exposure to the myriad cultural opportunities available only in one of the world's great cities. In its curriculum and its student life, Lake Forest's special qualities are best defined in a statement about the College approved by the faculty and trustees in 1992, which is printed on the second page of this catalog.

LOCATION

Lake Forest College is located several blocks from Lake Michigan in the small city of Lake Forest, Illinois. One of the most beautiful suburbs on Chicago's North Shore, Lake Forest provides a quiet, secure, and supportive environment for the College. The campus is 25 miles northeast of O'Hare Airport via the Tri-State Tollway (Interstate 294), 35 minutes by car and about an hour on the airport bus. Downtown Chicago, with its intellectual, cultural, and educational resources, is only 30 miles away. The superb commuter railroad takes no more than an hour to reach the heart of the city, and the campus is a short walk or cab ride from the railroad station in Lake Forest. Students and faculty have access to the libraries of Northwestern University, the University of Chicago, the University of Illinois at Chicago, and the Chicago Historical Society as well as to the Newberry Library and the Chicago Public Library. The Chicago Symphony, the Lyric Opera, the Goodman Theatre, the Museum of Contemporary Art, and the Art Institute of Chicago are among the many cultural institutions that make Chicago a national center for music, drama, and art. The Museum of Science and Industry, the Field Museum of Natural History, the Adler Planetarium, the Shedd Aquarium, and Argonne National Laboratory are available to our students both informally and in some cases for course work. The location of the College gives it the best of the suburban and urban worlds.

FACULTY

At the center of Lake Forest College stands its distinguished faculty. They are first and foremost teachers, and the College seeks out and retains faculty members principally because they enjoy and excel at teaching undergraduates. Faculty members, rather than graduate assistants, teach all courses and provide academic advising, and they are easily available to students. A student/faculty ratio of about 12:1 gives students access to their teachers and enables them to have informed counsel about their individual programs of study. Small class size and flexibility in instructional methods provide our students with regular opportunities for the give and take of classroom discussion.

The faculty's tradition of teaching excellence is matched and supported by its achievement in scholarly research. Approximately 95% of the full-time teaching faculty hold doctoral degrees. Many are recognized authorities in their fields and are actively involved as lecturers, consultants, journal editors, authors, and artists. In recent years faculty members have been awarded fellowships or other national awards by the American Council of Learned Societies, the Fulbright Commission, the German Marshall Fund, the Andrew W. Mellon Foundation, the National Endowment for the Humanities, the Phi Beta Kappa Society, the Presidential Young Investigator Program of the National Science Foundation, ASCAP, the Rockefeller Foundation, and the Woodrow Wilson National Fellowship Foundation. Students at the College enjoy the benefits of studying with these nationally prominent scholars either by enrolling in courses that they teach or working with them on research projects.

STUDENTS

For many years the College has fostered diversity within the student body and commitment among its students to high standards of academic excellence and personal integrity. Virtually all states of the Union and some 40 foreign countries are represented among the undergraduates. The diversity of the College community is seen in more than the geographical, educational, and racial and ethnic backgrounds of its students. It is also found in the broad range of personalities at the College. A student at Lake Forest is accepted as an individual, with particular intellectual and personal talents and needs.

For each of these individuals, the College is a place to study, work, enjoy, and live. Students participate in a variety of activities. They join the faculty in the governing of the College through participation in committees and representation on the Board of Trustees. Student writers and performers take part in the FM radio station, the student newspaper, literary magazines, the yearbook, the chorus and instrumental ensembles, and theater groups. Honorary societies in biology, drama, economics, education, foreign languages, philosophy, politics, psychology, chemistry, and physics enjoy active student participation as do other special-interest clubs. The College provides physical education for interested students and maintains a comprehensive intramural and intercollegiate athletic program. There are several local fraternities and sororities and interest groups, as well as three national fraternities, all housed within the residence halls. The members of these groups take their meals with all other students in the dining hall. All students have equal opportunity to take advantage of the richness of the College's programs.

ACADEMIC CALENDAR

Fall and Spring Semesters

The academic calendar of Lake Forest College is based on two 15-week semesters, from late August through mid-December and from mid-January to early May. Students normally take four course credits per semester (the equivalent of 16 semester hours). All courses run for 15 weeks, with the exception of the courses associated with the Lake Forest College Program in Greece and Turkey.

Summer Sessions

Two summer sessions offer a number of courses, the great majority being taught by regular members of the College's faculty. The first session, three weeks in length, runs from mid-May to early June, in which a student may enroll in a single course. The seven-week session extends from mid-June to late July, during which a student may enroll in a maximum of two courses.

RESEARCH AND LEARNING RESOURCES

Office of Library and Information Technology (LIT)

LIT is committed to providing resources and services that enable students to find, evaluate, and effectively use information in all formats. LIT plays a vital role in helping students acquire the information fluency skills that will help them succeed in their academic careers and in their lives after they leave Lake Forest College.

Facilities and Services

Library and information technology services at Lake Forest College are in the midst of an exciting transformation. An extensive renovation and expansion of the existing Donnelley Library, scheduled for completion in August 2004, will result in the creation of a new 72,000-square-foot state-of-the-art Library and Technology Center. The new Library and Technology Center will house the College Library print collection of 275,000 print volumes and will feature a 24-hour computer lab, a cybercafe, several smart classrooms, and technology labs and will offer extensive wireless network access.

The new Library and Technology Center has been designed to support LIT's strong programs of instruction. A variety of classes, workshops, and individually scheduled research appointments are offered on a regular basis and are designed for students who wish to hone their research skills, learn to use special software programs, or even learn about digital copyright issues.

The College is a member of ILLINET Online, a consortium of 45 academic libraries whose combined holdings of more than 20 million volumes supplement strong local holdings. Lake Forest College students, faculty, and staff can easily search the catalogs of these libraries and can issue requests to borrow items from any one of them. Most of the requested items are delivered to the campus within one week. The Library also offers traditional interlibrary loan service for materials not available within the consortium. In addition, Lake Forest College students and faculty may take advantage of other fine library collections in the Chicago area. For example, with prior arrangement, members of the College community have access to the libraries at the University of Chicago, Northwestern University, the Newberry Library, and the Chicago Historical Society.

The campus network consists of a fiber optic backbone that connects all campus buildings to the College's network. The network is available from all classrooms and residence hall rooms. An ever-expanding wireless network is also available from various locations on campus. All students living in residence halls may connect their personally owned computers to the campus network and will be assisted in this process by LIT staff.

All students are provided with e-mail accounts, network storage space on a file server, and space to create Web pages. All members of the Lake Forest College community are expected to adhere to the policies outlined in the College's *Acceptable Use of Information Technology Resources at Lake Forest College*.

LIT staff have worked out a comprehensive plan with construction management personnel that will ensure that library and information technology service will not be significantly disrupted while construction is in progress.

LIT Quick Facts

Number of volumes (books and periodicals)	275,000
Number of volumes added per year	>4,000
Current periodical subscriptions (paper and electronic)	>1310
Periodical databases	>85
Microform holdings	>103,000
Government documents	>109,000
Workstations in public computer labs	>105

The Writing Center

The Writing Center offers individual instruction and information on every aspect of writing for all members of the campus community. These services are available for students working in any discipline and wanting to improve their writing in assigned papers, creative work, laboratory reports, research, senior theses, and other exercises. Staffed by the Director of Writing Programs, the Assistant Director of the Writing Center, and student tutors, the Writing Center provides assistance to students at all levels of writing competency. The Center also promotes professional interest in writing by organizing workshops for faculty and by supporting discussion, consultation, and informal meetings on issues of writing and pedagogy throughout the curriculum. The Writing Center plays a central role, therefore, in the College's development of the writing curriculum across the disciplines. The Center is located in Carnegie Hall and is open during the regular College term.

To encourage interest and excellence in writing, the Writing Center sponsors a First-Year Composition Contest and an annual Lake Forest College Writing Contest, both juried by faculty. Winning papers are published on the Writing Center's Web page.

The Learning and Teaching Center (LTC)

The goal of the Learning and Teaching Center is to enhance the learning process at Lake Forest College. The LTC helps students develop skills and strategies for learning throughout their college years and beyond. The LTC assists faculty in devising innovative techniques to help students read critically, reason analytically, communicate persuasively, and think independently. By encouraging and expanding interactions among student and faculty groups, the Learning and Teaching Center supports the enterprise of our learning Community.

Among the specific services the LTC provides for students are the maintenance of a library of books and videotapes; coordination of the peer teaching and peer mentoring programs; training for departmental tutors; workshops for students writing senior theses; workshops for new students; workshops with faculty and students on learning issues; videotape practice sessions; and recordings for the blind and dyslexic.

STUDENT LIFE AND ACTIVITIES

Residential Life

Residence Life maintains a living and learning environment conducive to cognitive, social, and personal development. Residence Life provides an atmosphere that intentionally fosters individual development and growth and supports the educational mission of the College through programming and community building. The office attends to student needs individually within the context of the larger living, learning community. Members of the faculty, administration, and residence staff all share in the responsibility for building and maintaining a sense of community that recognizes each student's need to learn and values each student's right to learn.

Ten residence halls provide options that include all-women's, coeducational, upperclass, predominantly first-year, substance-free, and smoke-free living environments. In addition, some students are affiliated with housing units based on a common interest or purpose. The residence halls contain their own lounges for study and recreational activities.

Residence hall staff includes Resident Academic Fellows, Area Coordinators, Community Directors, and Resident Assistants. In each residence hall a Community Director and Resident Assistants are selected by Residence Life professional staff. The staff provides peer-based counseling that responds to individual needs, coordinates educational and social programming, and upholds College policies. The professional staff also provides counseling and supervision for the student staff.

Athletics

Athletics at the varsity, club, intramural, physical education, and recreational levels are important to student life at Lake Forest College. Over 65% of the student body participate in some aspect of athletic programming. The Athletic Department offers a broad range of programs addressing the diverse needs of the community for competition, sports instruction, and recreation at different levels of skill and commitment.

As a member of NCAA Division III, Lake Forest College competes in both the Midwest Conference and the Northern Collegiate Hockey Association. The College sponsors varsity competition in 17 sports (basketball, cross-country, football, handball, hockey, soccer, swimming, and tennis for men; basketball, cross-country, handball, hockey, soccer, softball, swimming/diving, tennis, and volleyball for women). All of these programs have a tradition of excellence and have been successful at both the conference and national levels. The College expects team members to be students first. The coaches consistently challenge students to reach their potential as students and athletes, encouraging them to excel in both academics and athletic competition.

The College has an extensive club sport program. Club teams compete with local colleges and clubs both on and off the Lake Forest campus. Some of the sports offered at this level include rugby, sailing, women's lacrosse, men's volleyball, baseball, golf, fencing, track, water polo, and skydiving. The intramural program is strong throughout the year with basketball, volleyball, indoor soccer, and hockey being the most popular sports.

Students enjoy fitness classes such as aerobics and advanced conditioning, as well as instruction in lifetime sports such as golf, racquetball, tennis, scuba, lifeguarding, and swimming. These physical education courses do not receive academic credit at the College.

Music

In addition to offering a variety of courses in performance, theory, composition, electronic music, world music, and music history, the Music Department runs several music ensembles: a large and small chorus, a chamber orchestra, a concert band, a jazz ensemble, a flute choir, and a percussion ensemble, and it also supports informal student-run groups. These ensembles perform on campus several times throughout the year. Professional music groups, including Chicago-area rock bands, blues bands, chamber ensembles, solo recitalists, world-music ensembles, and gospel choirs, give concerts on campus. In addition, Lake Forest Lyrica, a series of chamber music concerts performed by some of Chicago's finest musicians, is held on campus and is free to students.

A nearby community orchestra, the North Suburban Symphony, presents four concert programs a year. Interested students are invited and encourages to perform with this orchestra.

Theater

Lake Forest College students participate in an active campus theater program, highlighted by a flexible theater space and professional direction and design. The Allan Carr Theater in Hixon Hall is an intimate and unique showcase for performing arts. This fully equipped facility adapts to proscenium, thrust, and experimental staging configurations and is a center for campus theater activity. A wide variety of classic, contemporary, and original productions open to all students offers experience in all aspects of theater: acting, directing, playwrighting, designing, costuming, lighting, stagecraft, and publicity. The season is chosen, managed, and staffed by the Garrick Players, a student organization with a campus and community history of excellence for over 100 years. With significant participation in at least one production, a student achieves Garrick voting membership. The group elects an Executive Board in the spring to serve for the following year, working in cooperation with the faculty director. Please visit the Garrick Players on-line site found under student activities on the College Web site for more information on past, present, and current productions and important updates on workshops and activities.

Art Galleries

The Sonnenschein Gallery and the adjacent Albright Room are located in Durand Institute on North Campus. Changing exhibitions are mounted in Sonnenschein Gallery throughout the academic year, displaying both the work of the faculty and students and works held in the collection owned by the College or lent by other collections. Several times a year members of the faculty curate exhibitions of contemporary work with various themes. The Albright Room is normally used to exhibit works from the College-owned extensive collection of Pre-Columbian and African art. The College art collection consists of the Sonnenschein Study

Collection of several hundred European drawings and prints; the Freehling Gift of contemporary American prints, many of which hang in Young Hall; an extensive group of Pre-Columbian and African works; and prints, drawings, paintings, and photographs from various periods.

College Publications

The *Stentor*, the College newspaper, was first published during the 1886-87 academic year and continues to serve as the students' weekly journal. The Leadership and Community Involvement Office publishes weekly information that includes campus events and official College announcements. The *Forester*, the College yearbook, is published annually. *Spectrum*, the alumni magazine, is published four times a year and is sent to alumni and families of current students. The fine arts magazine, *Tusitala*, is published annually and provides an outlet for student poets, prose writers, photographers, and artists. *Collage*, the foreign language literary magazine, includes original prose and poetry in foreign languages, as well as original artwork, by Lake Forest College students and faculty. College darkrooms are used both by photographers working on student and College publications and by students who are just becoming acquainted with the art and practice of photography.

Campus Events

The College sponsors a variety of cultural, social, and educational events on campus and, in addition, encourages students to take advantage of opportunities in Chicago. At the Leadership and Community Involvement Office, students may obtain information about music, art, sports, festivals, and theater in the city and suburbs. The office also offers a series of trips to a variety of major Chicago events ranging from Broadway musicals to national dance programs and professional sports. The Friends of the Arts program accepts concert and other tickets from members of the community, which would not otherwise be available. As a result, many Lake Forest students are able to attend Chicago Symphony concerts and other events free of charge. Several student organizations on campus also sponsor events such as Semana Latina, Alcohol Awareness Week, Black History Month, and International Week.

Campus Entertainment Committee

The Campus Entertainment Committee is responsible for organizing all types of campus events including concerts, comedians, hypnotists, coffeehouse performances, films, lectures, dances, and many other entertaining and educational events. The committee also helps plan such traditional events as Homecoming and Family Weekend.

Through the generosity of the Sonnenschein Endowment Fund, an Artist-In-Residence is invited to the campus each year for an extended residency, which includes both public lectures and informal meetings with students and faculty. Speakers representing varied interests and disciplines come to the campus throughout the year as guests of departments or as part of the periodic Convocation series.

Volunteer Community Service

Lake Forest College students have many opportunities for involvement in volunteer community service work in nearby towns and cities, and the College strongly encourages such work. Service activities and groups are coordinated through the Leadership and Community Involvement Office. One of the most rewarding service opportunities available to students is the annual Alternative Spring Break Service Trip whereby students, faculty, and staff travel to a selected region of the country to provide service for a community in need. Fraternities and sororities on campus and the Interfaith Center are also consistently involved in community service.

Religious Activities

Through the Lilace Reid Barnes Interfaith Center, the College continues its traditional relationship with the Presbyterian Church in a context of religious plurality and dialogue. A student steering committee suggests and implements programs to meet current campus needs. Activities sponsored include Sunday services, New Testament study, Sabbath celebrations, and afternoon meditations. The faculty coordinator serves as liaison with the Office of Student Affairs and with the student steering committee and also works with local clergy in facilitating their ministry to our religiously diverse student body.

ADVISING, GUIDANCE, AND SUPPORT

A comprehensive advising and guidance program at the College recognizes the need for supportive counseling both in the regular course of a college education and also in the case of special, individual matters of concern. Thus, counseling takes place in a variety of settings, with more or less formality depending on the circumstances, and at the several stages of progress throughout a college career.

Academic Advising

The advising system holds a central place in the academic program of Lake Forest College. Faculty advisors help students determine their academic needs and objectives, enhancing the freedom of choice available for designing an individual program of study for a given term and for an entire College career. Advisors also work with students to ensure that they receive a broad-based education while selecting appropriate majors and meeting graduation requirements.

New students are assigned a faculty advisor at the outset who assists with overall program planning, course selection, registration, career choices, and other academic difficulties or personal problems as they may arise. First-year students are taught by their advisor in a First-Year Studies course during the fall term. First-year advisors serve in an advisory capacity for the entire first year. During the sophomore year, students may continue to be advised by their first-year advisor or may choose another faculty advisor.

Students must select a major field of study by the end of the sophomore year. Accordingly, during the sophomore year a student will choose an advisor from the faculty members in the relevant departmental or interdisciplinary major. Faculty advisors in the major assist students in drawing up a program of courses in their major field and other academic areas, and provide necessary guidance throughout students' undergraduate careers.

Counseling Center

In addition to the Residence Life staff support mentioned above, the College offers services through the Counseling Center, which helps students become more effective, self-directed individuals. Free of charge to all Lake Forest College students, the Counseling Center offers individual counseling on personal, social, or academic issues. Services are offered to help students benefit fully from the College experience. Group counseling is available to students who are seeking to enhance their own growth and development.

Career Advancement Center

The Career Advancement Center provides personalized attention to create your own individualized career plan. It assists with self-assessment tools, resume writing, cover letters, and employer research. It also offers mock interview sessions, distributes graduate school information and provides guidance for students who are undecided on a major. The job-seeking candidate is highly marketable through on-campus interviews, an annual job fair, and by networking through the Alumni Mentor Program (AMP). The AMP has been designed for students who wish to be matched up with alumni to speak individually concerning career opportunities and guidance. This network of contacts in the profit and nonprofit sectors in the Chicagoland area helps open doors for initial interviews and provides students with first-hand information about a wide variety of career opportunities. An experienced professional staff is available to accelerate the career search, teach lifelong skills, and bolster ongoing success.

Student Health Services

On-campus health services are provided for all resident and nonresident undergraduate students in a degree program, excluding Degree Candidacy Pending students. The semester fee of $55 is mandatory and nonrefundable.

The College's health services program is administered by Lake Forest Hospital and provides a wide range of services. A nurse practitioner is available at the campus Student Health Center by appointment and for emergencies. Physicians' services are provided on campus once a week by the Medical Director of the Lake Forest Hospital Emergency Department. When the campus Student Health Center is closed, medical care is provided by the Emergency Physicians' Group at Lake Forest Hospital, located 1.5 miles west of the campus. These physicians treat students in the hospital's emergency room following referral from the nurse, Residence Life staff, Office of Student Affairs staff, or campus security. The Health Center is located in the Sports Center and is open from 8:30 a.m. to noon and from 1:00 p.m. to 4:30 p.m., Monday through Friday.

The basic fee covers the cost of some medical services offered at the Health Center that a personal physician may provide, such as physical examinations for sports, internships, and overseas study, education for self-care and wellness, some supplies, and some diagnostic testing. In addition, certain services are offered for a small fee. Laboratory or X-ray fees and prescription costs are not covered but may be filed with insurance. When a student is referred to Lake Forest Hospital, the basic fee does not cover medical services rendered. The College requires that full-time resident students participate in its student health coverage plan unless evidence of equal or superior coverage is presented and an insurance waiver is completed. Students and their parents are urged to review the coverage offered, detailed in a brochure issued from the Business Office and routinely sent before enrollment. For more information, see the section titled Undergraduate Tuition and Expenses.

ADMISSION TO THE COLLEGE

ADMISSION TO THE UNDERGRADUATE PROGRAM BACHELOR OF ARTS

As the admissions staff evaluates applicants to Lake Forest College, it is primarily concerned with knowing the individual candidate. The criteria used for selection include assessment of a student's program of study, academic achievement, aptitude, intellectual curiosity, qualities of character and personality, and activities both in and out of school. Lake Forest College unequivocally selects its students without regard to social background, religious affiliation, race, national origin, gender, handicap, or financial position. This admission policy is manifest in the diverse nature of the student community—a diversity essential to the educational vitality of a liberal arts college. Candidates for undergraduate admission may obtain the required application forms by writing the Admissions Office, Lake Forest College, 555 North Sheridan Road, Lake Forest, Illinois 60045-2399 or calling 800-828-4751. The e-mail address is admissions@lakeforest.edu. The College will also accept the Common Application in lieu of its own form, and gives equal consideration to both. Students may obtain copies of the Common Application from their high schools.

Students are urged to begin the application procedure early in their final year of secondary school. Nontraditional students are encouraged to consult with the Admissions Office. There is no formal closing deadline for receipt of the application. Admission decisions are announced no later than the third week of March for all first-year candidates whose applications are complete as of March 1. Decisions regarding applications received after March 1 will be announced as the file becomes complete and as conditions permit.

Students making application for financial aid should refer to the section on Financial Assistance, which explains the application process and deadlines.

Secondary School Requirements

The depth and breadth of preparation is primary in the admission decision. Enrollment in honors courses, accelerated programs, and formal Advanced Placement or International Baccalaureate work is encouraged. As a rule, it is recommended that the candidate present at least the following:

- A minimum of four years of English;
- Three or more years of mathematics, including trigonometry;
- In-depth study in one or more foreign languages;
- Two to four years of work in both the social and natural sciences.

Examinations

All candidates are required to present the results of either the Scholastic Aptitude Test (SAT-1) of the College Entrance Examination Board (CEEB) or the American College Testing Program (ACT) test battery. These tests are used by Lake Forest College for purposes of admission, guidance, and placement. It is the applicant's responsibility to arrange with the CEEB or the ACT to have the test results forwarded to the College. These tests may be completed in the candidate's junior or senior year of secondary school. The admissions staff may require a candidate to submit the results of one or more subject achievement tests of the CEEB where such scores are judged to be beneficial to a student's candidacy.

Personal Interview

Although an interview is not required, the admissions staff welcomes and encourages visits to the campus by prospective candidates and their parents. A prearranged appointment is necessary. The Admissions Office is open for interviews and tours from 9 a.m. to 4:30 p.m. Monday through Friday, and Saturdays, 9 a.m. to 11:30 a.m. (except holidays).

Application Schedule

Early Notification

Students applying under this program will receive an admission decision by December 20 if their application is complete by December 1. This nonbinding program is intended to offer applicants an opportunity to hear from the College prior to the traditional March decision period. Candidates' reply may be made prior to or on May 1.

Early Decision

Students who decide that Lake Forest College is their first choice may apply under the Early Decision Program. The advantages are early notification of the admissions decision, guaranteed need-based financial aid, preferential placement for first-year housing, and preferential placement for work-study, if applicable. Students must apply for Early Decision before January 1. The admissions staff reviews Early Decision applications as soon as all of the required materials have been received, and candidates are notified of the decision two to three weeks from that time. A nonrefundable matriculation deposit is due within two weeks of admission notification. It is understood that, if a candidate is notified that he or she has been admitted to Lake Forest College under the Early Decision Program, he or she will withdraw all other college applications. If the applicant is a candidate for financial aid, the commitment to attend Lake Forest is contingent on his or her acceptance of our financial aid offer.

Regular Application

We begin reviewing regular applications January 15 and notify candidates of admission and financial aid decisions by the latter part of March. Applications received after the March deadline may be considered, depending on an applicant's qualifications and other factors. Lake Forest subscribes to the Candidates' Reply Date Agreement, meaning that all regular candidates for admission will have until May 1 to notify Lake Forest of their decision to accept or decline the College's offer of admission. Those who accept must send in a nonrefundable matriculation deposit by May 1.

Deferred Admission

Questions and specific requests for deferred admission should be sent to the Vice President for Admissions and Career Services.

International Admission

International students who apply for admission to Lake Forest College as degree-seeking students must complete the same application procedure as found under the appropriate paragraph elsewhere in this section (Admission to the Undergraduate Program or Admission by Transfer). In addition, all international students must submit evidence of a minimum score of 220 on the computer-based TOEFL exam (550 on the paper-based).

Special Student Admission

Students may apply as special students but admission does not grant the student degree-seeking status. Special students may take courses on a part-time or full-time basis and their continued enrollment is conditional on attaining satisfactory progress. The Vice President for Admissions and Career Services will review their performance at the end of each semester. Students who demonstrate the ability to complete their coursework successfully may submit a change of status application to become fully matriculated students. Any eligible Lake Forest College credits earned as a special student are fully transferable. Students registered for one or two courses will be charged on a per-course basis. Students registered for three or more courses will be charged the full-time tuition rate and applicable fees. Traditional-age special students may request campus housing, but the Director of Transfer Admission and the Director of Residence Life must grant special permission. Adults who are 30 years of age or older should consult with the Vice President for Admissions and Career Services or the Community Education Office to determine how special student status would apply to them. Special student applications are available through the Admissions Office and the Community Education Office.

Admission by Transfer

Transfer students are admitted at the beginning of each semester. Generally, transfer applicants should have achieved an overall college average of at least C+ or its equivalent and be eligible to return to their previous institutions. At least six months must have elapsed before admission consideration will be given to students who are not eligible to return to their former institutions.

Graduates of accredited community colleges and recipients of the Associate of Arts (A.A.) degree in an applicable field will be granted full junior standing (16 Lake Forest College course credits) if they have earned grades of C- or better in all courses counting toward that degree. Some transfer courses earned for the A.A. degree may not meet the requirements for the student's declared major field at Lake Forest College.

When a transfer student is admitted to the College, the maximum credit accepted in transfer is two years of college work, that is, 60 semester hours (16 Lake Forest College credits). Up to that limit, all appropriate academic work, as determined by the Registrar, taken and passed with a grade of C- or better at any former institution, will be accepted toward fulfillment of the B.A. degree at Lake Forest College.

University-level courses taken outside the United States must be evaluated for transfer credit by the College's Academic Appeals Board. No courses with D grades will be accepted in transfer. Plus and minus grades earned at another institution, with the exception of A+, are recorded on the student's Lake Forest College transcript. For further details concerning the College's credit and residence requirement, see the section titled Undergraduate Curriculum.

Students holding a completed B.A. may be considered for transfer admission. The maximum number of transfer credits granted is 16 Lake Forest College credits. The College's General Education Curriculum and major requirements must be met; for additional information see the section titled Undergraduate Curriculum. Twelve of the last 16 credits must be Lake Forest College credits.

All transfer students are required to submit the following credentials:

- Application for admission and application fee;
- Secondary school transcript;
- An official transcript from all prior institutions of all academic course work completed through the most recent term. A final transcript showing completion of courses in progress must be submitted by the end of the sixth week of classes in the term in which they matriculated.
- Recommendation
  Applicants with more than 30 semester hours (44 quarter hours) are required to submit a letter of recommendation from the academic dean or a professor at their most recent college. Applicants who have completed fewer that 30 semester hours must submit the Secondary School Report and the Secondary School Teacher's Report included in the application
- Tests
  The results of the Scholastic Aptitude Test (SAT-1) and/or the American College Testing Program (ACT) battery and any achievement tests of the College Entrance Examination Board (these may be included on the applicant's secondary school report or high school transcript).
- International students are required to submit a TOEFL score. We require a minimum score of 550 on the paper-based exam or 220 on the computer-based exam.

Students, including transfer students, will fulfill distributional requirements as outlined under the General Education Curriculum in the section titled Undergraduate Curriculum.

Credit by Examination

Students may apply to pass a regular course by special examination without prior enrollment. Consent of the instructor and approval of the Dean of the Faculty are required. Where appropriate the instructor may set requirements in addition to the examination itself. For credit to be awarded, a grade of C- or better must be earned on the examination, but the student's transcript will show only a CR (Credit).

Special examinations are not allowed for courses that are usually part of pre-college curricula (e.g., elementary languages or elementary mathematics) and are not normally allowed in courses previously audited or in which a student was enrolled. Under no circumstances does Lake Forest College take CLEP courses as transfer credit.

Advanced Placement

Students who have successfully completed Advanced Placement courses and the appropriate Advanced Placement examinations provided by the College Entrance Examination Board may apply for College credit for this work. Scores of 4 or 5 on the examinations entitle students to at least one course credit; scores of 1, 2, and, in most cases, 3 are not granted credit. Each department determines the specific amount of credit to be awarded. On occasion, individual departments may accept scores

of 3 for credit in that department. A score of 3 or better on both the microeconomics and macroeconomics exams is required for one course credit in economics. Credit will not be granted for both Advanced Placement and International Baccalaureate program examinations in the same department.

International Baccalaureate

Students who have successfully completed International Baccalaureate courses and taken the higher-level examinations provided by the International Baccalaureate Program may apply for college credit for this work. Grades of 4, 5, 6, or 7 on the higher-level examinations entitle students to at least one course credit; grades of 1, 2, and 3 are not granted credit. Each department will determine the specific amount of credit to be awarded. Credit will not be granted for both Advanced Placement and International Baccalaureate program examinations in the same department.

ADMISSION TO THE GRADUATE PROGRAM MASTER OF LIBERAL STUDIES

The Graduate Program in Liberal Studies is primarily designed to serve the needs of mature students who are returning to college after an interval of several years. Candidates for admission must hold a bachelor's degree from an accredited college or university.

Applicants should submit transcript records of all college work with their application for admission. An application fee of $15.00 is required. The application form requests a written essay stating briefly how applicants believe the graduate program in liberal studies will serve their needs.

PRIVACY STATEMENT

Notice to Persons Planning to Attend Lake Forest College

The College is obligated by law to communicate the following notice. The intent of the notice is to inform newly enrolled students of the College's intention to release certain information. Legislation identified below requires the College to give notice of its intent. The information noted is generally used in press releases, programs, directories, and other typical publications by the College. Any questions about this notice should be directed to the Dean of Students at 847-735-5200.

Notice of Intent to Publish Certain Personally Identifiable Information

Pursuant to requirements noted in the Family Educational Rights and Privacy Act, and Federal Regulations related thereto, notice is hereby given that Lake Forest College, Lake Forest, Illinois, proposes to publish at its discretion the following categories of information with respect to each person presently or previously attending said College: the student's name, address, telephone listing, date and place of birth, major field of study, faculty advisor, classes, parents, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most previous educational agency or institution attended by the student.

Any student affected by the above proposal who desires that such information as described above not be released without his/her prior consent is hereby requested to inform the Office of Student Affairs in writing by August 1.

In addition, the College will publish to parents or guardians of dependent students information relative to the student's performance, progress toward graduation, any indebtedness, and involvement in matters which may lead to dismissal. The right of Lake Forest College to publish such information to parents or guardians is provided in the Act and Regulations referenced heretofore.

UNDERGRADUATE TUITION AND EXPENSES 2003-2004

Full-Time Students	First Semester	Second Semester	Full Year
Tuition and Fees			
Tuition	$12,048	$12,048	$24,096
Activity fee	100	100	200
Health Center fee	55	55	110
Insurance Assessment fee	50	50	100
Subtotal	$12,253	$12,253	$24,506
On-Campus Resident Charges			
Room	$1,582	$1,582	$3,164
Board	1,300	1,300	2,600
Subtotal	$2,882	$2,882	$5,764
Total Tuition and Charges	**15,135**	**15,135**	**$30,270**

Other Tuition Charges	
Tuition per course (exam credit included)	$3,012
Auditor tuition per course	$400
Course Overload tuition	
(per half course credit)	$1,506
(per quarter course credit)	$753
Community Education Degree Candidacy Pending Student (DCP)	
Tuition per course	$2,000
Billing deposit	$200
Postgraduation Student Teaching Option (PSTO)	**$2,200**
Postgraduation Student Teaching Option–ACM Urban Education Program	**$6,024**
Masters of Liberal Studies (M/LS)	
Tuition per course	$2,200
Billing deposit	$200

Other Expenses	
Student health insurance	
Full year - 12 months	$530
Second semester only	$370
Single room surcharge	
Stairwell Singles	$406
Roberts, McClure, Gregory, Moore	$460
Lois, Cleveland–Young, Deerpath, Harlan, Blackstone, Nollen	$670
South Campus Duplexes	$836
Music lesson fees (12 weeks of lessons)	
One-half hour lessons ($20 each)	$240
Three-quarter hour lessons ($30 each)	$360
One hour lessons ($40 each)	$480
Late registration fee	**$100**
Withdrawal-from-room-draw fee	**$100**
Change-of-residence fee	**$150**
Senior dues	**$65**
Returned check fee	**$20**

* 2004–2005 tuition and expenses will be published in the annual supplement.

Financial Policies

The Board of Trustees has specified all tuition and fees are due 10 days before registration unless enrolled in a monthly payment plan. Registration will not be permitted if payments are not up to date. Any extensions granted due to pending financial aid awards or due to loans will expire 45 days after the first class day. Diplomas and official transcripts are withheld from students and alumni who have not met their financial obligations to the College. The College reserves the right to cancel registration and evict students from residence halls and the board plan if their accounts are in arrears and to exclude a student with significant financial obligations to the College from participating in graduation ceremonies.

Payment Procedures

Statements are issued in the student's name and mailed to the home address. Students may supply the Business Office with an additional billing address.

Two payment procedures are available:

Standard Plan
Full semester charges due 10 days before registration.

Monthly Payment Plans
The monthly payment plans allow families to spread all or part of the annual expenses over 10 interest-free monthly payments. There is an annual enrollment fee and payments begin June 1. Students reenrolling on the payment plan may spread their payments over 12 months beginning April 1. Information on the payment plan is available in the Business Office. There is a 5-month plan for second-semester students beginning November 1.

Deposit

A $200 deposit is required of all new students. This deposit will be refundable only after the student withdraws or graduates from the College, net any outstanding debts owed to the College.

Student Health Services Fee

On-campus health services are provided for all resident and nonresident undergraduate students in a degree program, excluding Degree Candidacy Pending students. The semester fee of $55 is mandatory and nonrefundable.

Student Health Insurance Fees

Health insurance coverage is required of all undergraduate resident and nonresident students who are enrolled at least half time, excluding DCP students. The College provides a limited coverage plan for 12 months at a cost of $530 ($370 for second semester only). Brochures outlining the plan and the benefits are available from the Business Office.

All applicable students are automatically charged $530 in the fall ($370 in the spring) for the student health insurance coverage. Students may waive the plan if other coverage is carried. Waivers must be filed with the College's insurance broker over the Web at www.kosterweb.com/lakeforestcollege/waiverindex.asp by registration day for cancellation of charges. Foreign students who are not permanent U.S. residents must document comparable coverage through a U.S. insurance carrier.

Students studying abroad are required to have medical evacuation and repatriation coverage. Separate monthly foreign study plans are available through the College for students not covered by the College student health insurance plan including through the Council on International Educational Exchange (C.I.E.E.) International Identity Card.

Activity Fee and Senior Class Dues

The College collects an activity fee of $100 per semester assessed by student government for its use. All resident and nonresident undergraduate students are charged the activity fee, which is mandatory and nonrefundable. Additionally, the College collects a one-time nonrefundable senior dues assessment billed the semester prior to graduation. The dues are used by the Senior Steering Committee for graduation activities. Senior dues are $65.

Insurance Assessment Fee

An assessment fee is required of all undergraduate resident and nonresident students who are enrolled at least half-time, excluding DCP students. The semester fee of $50 is mandatory and nonrefundable.

Normal Course Load

A normal course load for undergraduate, non-DCP, students is four courses, but any combination of courses ranging from three to four and one-half credits is regarded as a full load and regular full-time tuition applies. There are no refunds for course load changes within this range of credits. Any reduction below three credits must be approved by the Office of Student Affairs.

Undergraduate students registering for fewer than three credits per term with the permission of the Office of Student Affairs will be charged at the per-course rate. The per-course rate will also apply for special students who are not degree candidates or whose degree candidacy is pending for fewer than three credits.

Course Overload Charge

Students who are registered for an on-campus course load in excess of four and one half credits in a given semester will be charged for the additional credits or fractions of credits.

Students enrolled in Music 107, 108, 109, 110, 111, 211, 311, and 411 will not be exempt from the overload charge. In a given year, up to five students enrolled in these applied music courses may receive a waiver of the overload charge, based on an audition and the recommendation of the Music Department.

Students who received Dean's List distinction at Lake Forest College during the previous year may take one extra course during the following year without charge, subject to certain limitations.

Charges for Course Work Completed over Two Semesters

Completed courses for which one course credit is earned over two semesters (i.e., Music 111, 211, 311, and 411), are billed in the semester during which the credit is to be received.

Charges for Credit at DePaul University, Barat Campus

Full-time students may complete course work at DePaul University, Barat Campus and include the courses in their course load from Lake Forest College. Although credit at Barat is recorded in quarter hours, the billing will be based on the Lake Forest College course credit or fraction thereof that is applicable to the student's degree. Students are responsible to pay for any additional lab fees or course expenses incurred. Note: Due to the merger of Barat College and DePaul University this policy is subject to change. (See DePaul University, Barat Campus in the section titled Undergraduate Curriculum.)

Other Charges and Fines

Students studying abroad will be charged all applicable fees as determined by the individual program. See the Financial Aid Director for the current per-program tuition rate. Regular refund policies apply to study-abroad programs.

Students will not be charged a fee for credit by examination (for a subject that is not covered by advanced placement tests) if such credit is established during the fall term of the first year.

Students will be billed for bookstore charges, library fines, on-campus traffic violations, and any damage they may cause to College property.

A student who changes residential status from resident to nonresident for fall semester, and notifies the Office of Student Affairs following room draw and by July 1, will be charged $100. Students notifying the Office of Student Affairs after July 1 and before the first day of fall classes will be charged $250. For a change of residency status after the first day of fall classes, per diem charges for room and board will be applied to the student's account in addition to the fine.

A student who wishes to withdraw from campus housing for spring semester may do so with no penalty by notifying the Office of Student Affairs by December 1. On or after December 1, students withdrawing from campus housing for the spring will be charged a $150 change-of-residence fine. Pro rata room and board charges will be charged in addition to the fine after the first day of spring classes.

Associated Colleges of the Midwest (ACM) Programs

Students accepted into off-campus ACM programs are billed the Lake Forest tuition rate by the College for a normal course load. Course overloads and summer courses in ACM programs have different charge levels and policies. Program fees vary and are payable directly to the College. Required deposits are paid directly to the ACM office.

Approved Program Leave Reimbursement (APL)

Students enrolling in program leave courses at other institutions will be required to pay the full comprehensive Lake Forest College fee on the regular due date. The other institution may require payment as well. Upon acceptance of the credit by Lake Forest College, and presen-

tation of a paid bill, the student's account will be reimbursed by the College for actual tuition charged by the other institution, not to exceed the comparable course cost at Lake Forest College.

Interest Charges and Collection Costs
Past-due accounts may be assessed interest at the rate of 1% per month. Unpaid balances may be turned over to a collection agency and be subject to collection costs as permitted by law on the unpaid balance if no suitable repayment arrangement is made.

Withdrawals and Refunds
All refunds are payable to the student. Withdrawals from the College are processed through the Office of Student Affairs. The official date of withdrawal is determined by that office only. There are no refunds for dismissal, suspension, or expulsion from the College and no room refunds for removal from campus housing due to judicial sanction.

Financial aid recipients who withdraw from the College after registration but still within a refund period are subject to the College's refund policy and federal regulations. All refunds for federal financial aid are issued in accordance with current regulations. The Financial Aid Office and the Business Office will determine the appropriate resulting charges and financial aid.

Refund Policy
Prior to the start of the semester, refunds for tuition are computed at 100% less a $100 administrative fee. Once classes have begun, refunds for reduced course load or withdrawal from the College will be computed according to the schedule below less a $100 administrative fee.

First Semester	Second Semester	Refund
On or before:		
September 3, 2003	January 19, 2004	90%
September 10, 2003	January 26, 2004	80%
September 17, 2003	February 2, 2004	70%
September 24, 2003	February 9, 2004	60%
October 1, 2003	February 16, 2004	50%
October 8, 2003	February 23, 2004	40%
After:		
October 8, 2003	February 23, 2004	0%

Room and board charges are refunded on a per diem basis.

Due to federal regulations, this policy may be subject to change; all students will be notified if and when this policy changes.

FINANCIAL ASSISTANCE

Lake Forest College is committed to providing generous assistance to those students financially unable to pay the full cost of a college education. The College also recognizes outstanding academic achievement and/or special talents with several scholarship programs.

FINANCIAL AID PROGRAMS

Financial aid programs are generally classified under four types: grants, scholarships, student loans, and student employment. The following are brief descriptions of some of the major programs. For more detailed information about each program, contact the Financial Aid Office.

Lake Forest College Grant
This grant is awarded to full-time enrolled students who demonstrate financial need. Most students who qualify for financial aid may expect a substantial amount of their need to be met by a Lake Forest College Grant.

Federal Pell Grant
This federal grant is awarded to students with exceptional need. Application is made by completing a Free Application for Federal Student Aid (FAFSA). The application is acknowledged through a Student Aid Report (SAR).

Federal Supplemental Educational Opportunity Grant (FSEOG)
This program is also designed to provide grant assistance to students of exceptional need. First consideration is given to students who also receive a Federal Pell Grant. Students are automatically considered for this grant by completing the FAFSA.

Illinois Monetary Award Program Grant (MAP)
This program is awarded to Illinois students with financial need attending Illinois colleges or universities. The Illinois Student Assistance Commission (ISAC) administers this program and determines eligibility.

Residents of Alaska, Pennsylvania, Rhode Island, and Vermont
These grant programs are awarded to residents of these states who exhibit financial need. These state grants may be used at Lake Forest College. Eligibility is determined by each individual state.

Federal Perkins Loan
Loans under this program are awarded based on financial need and are funded jointly by the federal government and Lake Forest College. The interest rate is 5%. No interest or principal payments are due until you are no longer enrolled at least half time. The repayment period (up to 10 years) begins nine months after you are no longer enrolled at least half time. In some cases, this loan can be deferred and/or canceled.

Federal Stafford Loan
The subsidized Federal Stafford Loan program is available to students with financial need. The unsubsidized Federal Stafford Loan program is available to students who do not have financial need. The interest rate on both types of loans is variable, but is capped at 8.25%.

Undergraduates may borrow a combined maximum of $2,625 for their first year of study, $3,500 for their second year, and $5,500 for subsequent years. The aggregate limit for an undergraduate is $23,000.

Loan processing fees of up to 4% are charged by the lender and guarantee agency. As a result, the actual loan disbursement will be less than the amount for which the loan is approved. However, repayment of the entire approved amount is required.

Federal Work-Study and Lake Forest College Work-Study
Funding for the Work Study program is provided by the federal government and Lake Forest College. Typically, students' jobs are in administrative offices, academic departments, and other locations on campus. Students work about 10 hours a week and earn between $500 and $2,000. While on-campus employment is available to all students, preference in place-

ment is given to Federal Work Study students and international students. Because of limited funding, the College cannot guarantee that a student will be placed in a position and/or earn the above amount. In addition to on-campus employment, opportunities exist for employment in the community. Since Lake Forest is a residential and academic town (rather than commercial), off-campus employment generally involves jobs in local restaurants and stores, tutoring, babysitting, gardening, or other such jobs.

Outside Sources of Funds

Students are encouraged to apply for national, state, and local scholarships for which they may be eligible and that may be used at the college of their choice. National Merit Scholarships, National Presbyterian College Scholarships, and other scholarships offered by local foundations, clubs, or business organizations are potential resources.

The ability of students to secure outside assistance is always advantageous. Even though the College may reduce the amount of Lake Forest College grant assistance awarded, since all awards must remain within the computed need figure, the total combined financial aid resources available to the student will be greater than the amount of grant provided by the College alone.

APPLICATION PROCESS

To apply for need-based financial aid, families must complete the Free Application for Federal Student Aid (FAFSA). It can be completed after January 1.

In some instances, federal tax returns may also be requested.

If a family has extenuating circumstances, families must also complete the CSS Financial Aid Profile. The Profile allows a family to list and highlight these circumstances. Examples include large changes to income, significant medical expenses, K–12 tuition expenses, and educational loan payments

The Profile is also required if you belong to one of the following groups and are applying for need-based financial aid: Early Decision and Early Notification applicants; Founders', Presidential, and Trustee Scholarship participants; those using our Estimate Service.

No funds may be committed to students until they have applied for and have been granted admission to the College. An application for financial aid does not hinder the student's application for admission; the two applications are considered separately.

Financial aid awards at the College are made for a one-year period. If the student maintains an academic record consistent with the rules of the College and completes the necessary renewal applications, financial aid will be renewed each year at a level corresponding to demonstrated need.

COMPUTATION OF FINANCIAL AID ELIGIBILITY

In determining a student's financial aid eligibility, the College calculates the total resources of the family (parents and student) that can be used as a contribution toward college expenses. These calculations are based on several expectations.

Expectation from Parents

The College assumes that each family will provide the maximum amount of financial assistance possible. When determining parents' ability to contribute, a number of factors are considered, including income, assets, the number of dependents, the number of children in college, extraordinary medical expenses, certain types of debts, and any unusual circumstances.

Expectation from the Student

Students receiving financial aid are also expected to contribute toward the cost of their own education. An expectation of summer earnings is assumed when calculating a student's resources.

Minimum Standard of Academic Progress

To be in compliance with state and federal regulations related to student financial aid, all financial aid recipients must meet a standard of minimum academic progress. Satisfactory academic progress includes maintaining a minimum GPA as well as completing a minimum number of classes. If you fall below the minimum cumulative GPA or courses-completed criteria, satisfactory academic progress is not being made. Failing to maintain satisfactory academic progress will result in your financial aid being suspended. In addition, if you are receiving a Lake Forest College Grant and you fall behind

in credits a term or more (that is, four or more credits), your Lake Forest College Grant will be suspended. You may reestablish your eligibility after earning the number of credits needed to make up failed or incomplete courses and/or achieving and maintaining the required minimum cumulative GPA. If you feel you are having difficulties making satisfactory progress because of extenuating circumstances, you may appeal to the director of financial aid. Please call or visit the Financial Aid Office if you have any questions about this policy.

Students who do not meet the standard of satisfactory academic progress for financial aid recipients will be given a period of time, on a case-by-case review and basis, not to exceed two semesters, to achieve the required qualitative and quantitative requirements. During this period of time the student will be considered to be on "Financial Aid Probation." If a student does not meet the requirements at the end of the probationary period, financial aid will be terminated and will not be reinstated until the requirements are met.

Students denied financial aid because they failed to meet the standard of minimum academic progress may appeal this decision. The appeal must be in writing, directed to the director of financial aid, and should describe in detail the reasons for failing to complete the required number of courses and/or failing to achieve the required cumulative GPA.

Lake Forest College has adopted the following criteria to determine the standard of minimum academic progress:

- First-year students and transfer students in their first term at the College are automatically considered to be meeting academic progress standards;
- A normal course load is four courses per semester, but a student will be considered to be full time if enrolled for three course credits per semester;
- A minimum of 32 courses is required for graduation.

The quantitative and qualitative result of this standard for minimum academic progress toward a degree is represented in the following table:

Semesters Completed	GPA Required		Courses Completed
2 semesters	1.5	and	5
4 semesters	1.8	and	12
6 semesters	2.0	and	19
8 semesters	2.0	and	26
10 semesters	2.0	and	32

TOTAL COURSE CREDITS ALLOWED

Generally, for students who enter the College as first-year students, the College will normally provide support for a total of 32 classes or eight semesters (whichever comes first). Students entering the College at a sophomore, junior, or senior academic level will receive support on a pro rated basis. Courses failed or withdrawn from are included in the above support calculation. If a student has earned college credit outside of Lake Forest College, this credit may or may not have an effect on the student's remaining length of financial aid eligibility, depending on the type of college credit earned as follows:

- Advanced Placement (AP), International Baccalaureate (IB), and other college credit earned by a student while enrolled in secondary school (for example, simultaneous enrollment in secondary and post-secondary school, heretofore known as SE credit) will not be counted toward the eight semesters or 32 classes rule. A student in this situation will be allowed aid for 32 Lake Forest College credits in addition to any number of AP, IB, or SE credits. The registrar will document that the student is not considered to have earned a degree until after the eighth semester or until after earning Lake Forest College credit number 32. Each student in this situation will be counseled individually by the Financial Aid Office and the Registrar's Office.
- College credit earned by a student after graduating from secondary school will be treated as transfer credit, and will count toward the remaining number of semesters the student may receive aid. The student's remaining length of eligibility will be pro-rated, depending on the number of classes transferred into the College.

- The Registrar's Office will record any type of credit received by the College on the student's behalf and it will be reflected on the student's academic transcript.

LAKE FOREST COLLEGE SCHOLARSHIPS

Lake Forest College awards scholarships to students who meet specific academic requirements or exhibit talent in certain fields. These scholarships are given without regard to financial need. The application for admission is required for consideration for all scholarship programs. In addition, certain programs require an additional scholarship application, supporting documentation, and, in some cases, an interview. Renewal requirements of the College's scholarships include academic and departmental review. Students are allowed to pursue two scholarships: one academic and one talent-based, or two talent-based scholarships.

Academic Scholarships

Applicants are assessed on an individual basis at the time of application. Qualifying applicants will be contacted directly by a member of the admissions staff. Students may be required to submit additional information at that time. Academic scholarships range from $1,000 through full tuition. For further details, please contact a member of the admissions staff.

Deerpath Scholarship Program

The Deerpath Scholarship Program awards scholarships to students who have a talent in art, foreign languages, leadership, music, science (natural science, mathematics, or computer science), or writing. This program also awards the Alumni Legacy Scholarship. Scholarships offered by the Deerpath Program range from $1,000 to $5,000.

Deerpath Alumni Legacy Scholarship

This scholarship is open to children and grandchildren of Lake Forest alumni. In addition, first-year students must have a 3.3 GPA, or a rank within the top 25% of their class, and have an ACT composite of at least 25 (SAT of at least 1120). Transfer students must have a college GPA of 3.3 or above (4.0 scale).

Deerpath Art Scholarship

The Deerpath Art Scholarship Program is designed to recognize talented art students with an interest in either majoring in art or participating in art-related courses. Candidates for the art scholarship must complete the art scholarship application and submit a slide portfolio of their artwork that best represents their art talent.

Deerpath Foreign Language Scholarship

Candidates for the Deerpath Foreign Language Scholarship must have demonstrated ability to excel in foreign language study. Along with the foreign language scholarship application, students must submit an original essay in a language other than English in which applicants must outline their interest in studying a language other than English at the College, as well as in participating in a study-abroad program and/or various departmental or related international activities. The essay must be accompanied by an English translation. International students must submit an essay in a non-native language (and not in English).

Deerpath Leadership Scholarship

Deerpath Leadership Scholarship candidates must complete an interview with a member of the Leadership and Community Involvement Office as well as submitting the leadership application, which demonstrates leadership credentials. Athletic participation is not a consideration for leadership awards. Students who plan to participate in the College's intercollegiate athletic program are only eligible to receive a leadership scholarship on the basis of qualifying for need-based financial aid. Non-athletic participants are eligible to receive the scholarship without regard to need.

Deerpath Music Scholarship

The Deerpath Music Program recognizes outstanding musicians who have an interest in either majoring in music or participating in one of the College's designated music ensembles. Candidates must complete the music scholarship application and audition with a member of the music faculty.

Deerpath Natural and Mathematical Sciences Scholarship

This scholarship is designed to recognize students who have performed well in math, science, or computer science courses. Applicants must complete the scholarship application and submit a recommendation from a teacher who has taught the applicant in a science or mathematics course. Qualifying applicants will be contacted directly by a member of the admissions staff.

Deerpath Theater Scholarship

Candidates who wish to be involved with the College's theater program may audition for a scholarship in theater. Interested students must complete the theater scholarship application and audition in person or submit stage or lighting design plans for a past or current production.

Deerpath Writing Scholarship

The Deerpath Writing Scholarship is awarded to candidates with strong writing skills. Candidates must submit the scholarship application, a portfolio of original prose, and a recommendation from an advisor or teacher who can attest to the candidate's writing prowess. Applicants are not required to major in English; however, scholarship recipients must remain involved in at least one of the many organizations that display their writing talents. Please contact a member of the admissions staff for a complete list of these organizations.

Transfer Student Scholarships

Transfer students are eligible to apply for all of the scholarships offered in the Deerpath Scholarship Program. In addition, the following academic scholarships are offered to qualified transfer applicants.

Transfer Deerpath Academic Scholarship

This scholarship is awarded to applicants who have achieved a minimum 3.5 cumulative GPA at their present college. It is based on the GPA at the time of admission. Applicants must have completed a minimum of one semester of full-time enrollment. All applicants are assessed based upon the application for admission. Academic scholarships range from $1,000 to $9,000.

Phi Theta Kappa Scholarship

Students who hold current Phi Theta Kappa membership and who have received an Associate of Arts degree from an accredited community/junior college prior to enrolling at Lake Forest College are eligible for this scholarship. Applicants should provide proof of their Phi Theta Kappa membership. Phi Theta Kappa Scholarships are one-half tuition awards.

Common Requirements

Recipients of merit-based scholarships must be enrolled as full-time students at Lake Forest College and remain full time for the duration of the scholarship period. Funds may be used during the traditional academic year, and may not be used for periods of summer enrollment. Scholarships are renewable contingent on the student's continued full-time enrollment at Lake Forest College or an affiliated off-campus program, with duration of the scholarship limited to four years. Students must also remain in good standing with the College, as determined by the dean of students.

To renew an academic scholarship in subsequent years, recipients must demonstrate compliance with the GPA requirements as determined by the amount of the scholarship. Recipients of one-half tuition or full-tuition scholarships are to have a minimum GPA of 3.0. Recipients of scholarships in an amount less than one-half tuition must have a minimum GPA of 2.5 after the first year and a 2.75 GPA after the second and subsequent years. The GPAs are cumulative and will be calculated at the conclusion of the spring semester each year.

To renew a nonacademic scholarship in subsequent years, recipients must agree to participate each year in the area(s) in which the scholarship is awarded. A scholarship renewal application must also be completed for the scholarships and the appropriate department chair will recommend renewal.

Off-Campus Study for Merit Scholarships

Recipients of a Lake Forest College Merit Scholarship (such as the Presidential, Deerpath, Transfer, Alumni, Founders', McGaw, or Grew) who wish to participate in an off-campus academic program will continue to receive this scholarship only if their off-campus program is offered by Lake Forest College or the Associated Colleges of the Midwest (ACM), or is American University's Washington Semester. In addition, the student must be accepted as a participant by the appropriate committee(s). Merit scholarship recipients may only participate in one one-semester ACM program or the American University Washington Semester during their academic career at Lake Forest College and receive their scholarship for this program. Only need-based scholarship recipients can apply their merit scholarship toward the costs of any off-campus program that requires an individual consortium agreement, if approved by the Consortium Committee.

Other Financing Options

In addition to the financial aid programs described above and the College's interest-free monthly payment plan, numerous alternative financing plans are available to parents to ease the cost of a college education. Further information and applications for these plans are available from the Financial Aid Office.

MASTER'S PROGRAM FINANCIAL ASSISTANCE

For full-time elementary and secondary school teachers enrolling in graduate courses, the College offers grants of up to 50% of the cost of tuition. In addition, through the generosity of friends and graduates of the Master of Liberal Studies program, the College has established a limited scholarship fund for a person demonstrating need for financial assistance. These grants may supplement any other payments provided by the teachers' school districts.

UNDERGRADUATE CURRICULUM

Lake Forest College recognizes that no two individuals have the same educational needs and goals, just as no two individuals have identical strengths, capacities, motivation, and preparation. At the same time, the College believes that all individuals benefit from breadth of education in the liberal arts combined with depth of study in traditional disciplines or interdisciplinary fields. Accordingly, the College provides each student with great freedom of choice in designing a program of study in consultation with a faculty advisor, while requiring the student to pursue a wide range of subjects and develop considerable expertise in one academic area. A graduate who represents the educational ideals of Lake Forest College will have studied a broad range of ideas; developed real competence in writing, speaking, and quantitative skills; learned how to gather, access, and present information, and gained significant experience in the humanities, the natural sciences and mathematics, and the social sciences while completing requirements for a major in an academic department or interdisciplinary program. The College's General Education Curriculum, its advising system, and the requirements of each major are designed to support these educational ideals, as are the many other academic programs in the undergraduate curriculum.

As they explore and take advantage of the rich curriculum at the College, students should keep in mind the requirements for graduation. In order to receive the Bachelor of Arts degree, students who enter the College as first-year students are expected to pass 32 courses, fulfill the general education requirements, attain a 2.00 overall grade-point average (without rounding up), and complete the requirements of a major. Important details concerning graduation requirements are listed in the Lake Forest College Student Handbook.

Not all courses listed in this catalog are taught every year.

GENERAL EDUCATION CURRICULUM

The General Education Curriculum (GEC) for the Bachelor of Arts degree establishes an integrated framework for the general education of undergraduate students across their four years of study at the College. The curriculum includes distributional requirements intended to ensure that students will receive breadth as well as depth in their education while continuing to allow them considerable latitude in designing their individual programs of study. Included also are requirements for writing and for cultural diversity. Fulfillment of the requirements for general education begins in the fall semester of the first year and continues to the senior year, in the following manner.

First-Year Studies

A course in the First-Year Studies Program. For a description of the program and courses, see First-Year Studies in the course listings. This course is required of all students entering the College with fewer than four credits and does not meet any GEC breadth or cultural diversity requirement.

First-Year Writing

One course (other than English 100) that includes a substantial amount of writing, to be taken during the first year. First-Year Studies courses satisfy this requirement. This writing-intensive course is required of all students entering the College with fewer than seven credits. Additional courses that fulfill the requirement are determined by the College's Curricular Policies Committee in conjunction with the director of writing programs. The list of courses will be maintained by the Registrar's Office.

Breadth: Academic Divisions

At a minimum, students must complete two credits from each of the three liberal arts areas: humanities, social sciences, and natural and mathematical sciences. Each of these six

credits must come from a different department. These credits must be completed by the end of the junior year. Of the four credits in humanities and social sciences, two must be cultural diversity courses.

For purposes of the General Education Curriculum breadth requirement, departments are classified into divisions as follows:

Humanities
Art
Communications
English
Foreign Languages and Literatures
History
Music
Philosophy
Religion
Theater

Social Sciences
Economics and Business
Education
Politics
Psychology
Sociology and Anthropology

Natural and Mathematical Sciences
Biology
Chemistry
Mathematics and Computer Science
Physics

Two introductory courses do not count toward the GEC breadth requirement: English 100 and Mathematics 105. These courses are noted in the class schedule. In addition, First-Year Studies and Senior Studies courses do not count toward the GEC breadth requirement.

Cultural Diversity

At least two courses from an approved list, to be taken by the end of the junior year; the two cultural diversity courses must come from different departments. (Please note: Only one course may be counted in Foreign Languages and Literatures. First-Year Studies courses do not fulfill the requirement.)

Below are courses in the curriculum that satisfy the requirement. Not all listed courses are offered in a given year.

Afam (All courses listed as African American Studies)
Amer 223 (The American Avant-Garde 1960–80)
Art 202 (Greece in the Bronze Age)
Art 203 (Greece in the Classical-Roman Ages)
Art 204 (Greece in the Byzantine-Medieval Ages)
Art 205 (Japanese Art and Culture)
Art 206 (Chinese Art and Culture)
Art 226 (Colonial Latin American Art)
Art 325 (Women, Art, and Society)
Art 326 (Gender, Identity, and Modern Art)
Art 327 (Global Architecture and Urbanism of the Twentieth Century)
Asia (All courses listed as Asian Studies)
Biol 102 (People and the World of Plants)
Biol 108 (Environmental Worldviews)
Busn 470 (Latin American Global Business) if not used for GEC Senior Studies Requirement)
Clas 275 (Greek Greats)
Comm 280 (African American Communications)
Comm 350 (Topics in Communications) when applicable
Econ 245 (Child Labor in Latin America)
Econ 270 (Latin American Development)
Econ 430 (International Trade Theory and Policy)
Educ 304 (Elementary Fieldwork and Seminar)
Educ 315 (Middle School Fieldwork and Seminar)
Engl 216 (African American Literature I)
Engl 217 (African American Literature II)
Engl 218 (Blues Women in African American Literature)
Engl 223 (Literary Types and Traditions: Multicultural Literature)
Engl 225 (Women and Literature)
Engl 251 (Postcolonial Literatures)
Engl 252 (Introduction to Women's and Gender Studies)
Engl 307 (Women Writers: Austen, Wharton, Woolf)
Engl 310 (Introduction to the African Novel in English)
Engl 316 (Voices of Reform: Nineteenth-Century African American Writings)
Engl 325 (Black Literature of the 1960s)
Engl 326 (Interdisciplinary Studies: Postmodernism)
Engl 351 (Junior Colloquium: American Women Writers of the Gilded Age: 1865–1914)
Envr 240 (Religious Perspectives on Environmental Issues)
Fciv (All courses listed as Foreign Civilizations)
Fren (All language courses, 300-level or above)
Fren (All foreign literature courses)
Germ (All language courses, 300-level or above)
Germ (All foreign literature courses)
Hist 110 (World Civilizations to 1650)
Hist 200 (Origins of East Asia)
Hist 201 (Modern East Asia)
Hist 214 (History of Russia)

Hist 233 (Eastern Europe in the Twentieth Century)
Hist 255 (African American Autobiography)
Hist 257 (History of Mexico)
Hist 271 (Women in Modern History: Europe and America)
Hist 274 (Topics in Asian Studies: Global Engagement in Contemporary China)
Hist 282 (Modern China)
Hist 286 (Modern Japan)
Hist 288 (War and Revolution in Asia: China, Korea, Vietnam)
Hist 304 (Roman and Medieval Christianity)
Hist 307 (Topics in East Asian History: Women in Modern East Asia)
Hist 309 (Problems in Modern Chinese History: Film and Reality)
Hist 315 (Rise and Fall of Soviet Russia)
Hist 343 (Literature and Society in Russia)
Hist 347 (Topics in Gender and History: The Body and Western Civilization)
Hist 361 (Advanced Topics on African American History)
Irel 274 (Topics in Asian Studies: Global Engagement in Contemporary China)
Irel 345 (Topics in International Relations) when applicable
Irel 348 (International Law and Organization)
Japn (All language courses, 300-level or above)
Japn (All foreign literature courses)
Lnam (All courses listed as Latin American Studies)
Litr (All courses listed as Literature in Translation)
Musc 217 (World Music Survey)
Musc 219 (African American Music)
Musc 227 (History of Jazz)
Musc 281 (Latin American Music)
Musc 282 (Women's Voices: Heroines, Singers, Composers, Patrons, Writers)
Phil 200 (Philosophy and Gender)
Phil 212 (Multicultural Approaches to the Environment)
Phil 272 (Currents in Latin American Thought)
Phil 274 (Topics in Asian Studies: Global Engagement in Contemporary China)
Phil 275 (Asian Thought: China and Japan)
Phil 282 (Visions of the Family: East and West)
Phil 303 (Gender and Character)
Phil 305 (Comparative Philosophy: East and West)
Pols 212 (Politics of the Third World)
Pols 214 (The Politics of South Africa)
Pols 215 (Asian Politics)
Pols 216 (The Politics of the Middle East)
Pols 217 (African Politics)
Pols 219 (The Politics of Latin America)
Pols 242 (Islamic Fundamentalism: Revival or Revolution?)
Pols 318 (Topics in Comparative Politics)
Pols 328 (Topics in American Politics) when applicable
Pols 339 (Comparative Nationalism)
Pols 340 (World Politics)
Pols 345 (Topics in International Relations: Arms Proliferation and Control)
Pols 348 (International Organization and Law)
Pols 353 (Topics in Political Theory) when applicable
Pols 355 (Family Structure and Political Theory) when applicable
Psyc 195 (Cross-Cultural Psychology)
Psyc 205 (Stereotypes, Prejudice, and Discrimination)
Psyc 340 (Psychology of Women and Men)
Relg 115 (Religious Approaches to Existence)
Relg 200 (Religious Values in Cultural Perspective)
Relg 207 (Religion in Contemporary America)
Relg 210 (Topics in Comparative Religion)
Relg 217 (Religions of Asia)
Relg 218 (Religions of the Middle East)
Relg 222 (Asian Thought: Hindu and Islamic Traditions)
Relg 223 (Asian Thought: China and Japan)
Relg 240 (Religious Perspectives on Environmental Issues)
Relg 242 (Religions of Indigenous Peoples)
Relg 250 (Introduction to Islam)
Relg 275 (Female Religious Images in the West)
Relg 276 (Female Religious Images in Asia)
Relg 278 (Introduction to Buddhism)
Relg 279 (Hinduism and Narrative)
Relg 306 (Roman and Medieval Christianity)
Soan 202 (Greece in the Bronze Age)
Soan 203 (Greece in the Classical-Roman Ages)
Soan 204 (Greece in the Byzantine-Medieval Ages)
Soan 210 (Principles of Social Organization)
Soan 212 (Introduction to Chinese Culture and Society)
Soan 215 (Introduction to Japanese Thought and Society)
Soan 231 (Histories and Cultures of Latin America)
Soan 240 (Deviance)
Soan 242 (Maya Cultures and Histories)
Soan 243 (Andes Cultures and Histories)
Soan 253 (Family and Kinship)
Soan 271 (Technology and Human Values)
Soan 272 (Popular Culture in Latin America)
Soan 280 (Gender, Culture, and Society)
Soan 281 (Gender Issues in China and Taiwan)
Soan 282 (Visions of the Family: East and West)
Soan 285 (Social Structure and Culture through Film)
Soan 302 (Sexuality and Society)
Soan 361 (Cultural Anthropology)
Soan 373 (Chinese and Japanese Religion in Practice)

Soan 375 (History of Social Thought)
Soan 395 (Law, Culture, and Society)
Span (All language courses, 300-level or above)
Span (All foreign literature courses)
Thtr 330 (Global Theater)
Womn 252 (Introduction to Women's and Gender Studies)

Off-Campus Programs

Program in Greece and Turkey

International Internship/Study-Abroad Program in Paris, France

International Internship/Study-Abroad Program in Santiago, Chile

Spring Study Tour in Asia

ACM Programs

Arts of London and Florence
Czech Program
Florence Program
India Studies
Japan Study
London and Florence: Arts
Russia Semester
Studies in Latin American Culture and Society (Costa Rica)
Tropical Research Program (Costa Rica)
Urban Education Program
Urban Studies Program

Senior Studies

A senior studies course acts as a culminating experience in the student's major. The course emphasizes writing and speaking and encourages integration of the methods and content explored in the major. Students must fulfill this requirement, for which courses are specially designated within their major department. Senior theses, research projects, and creative projects may also be used to fulfill the senior studies requirement with permission of the department chairperson. Seniors who do not pass this requirement may not graduate.

Students who have more than one major must satisfy the senior studies requirement in each of their majors. Students may complete two separate senior studies courses or choose from one of the following options: (1) an interdisciplinary two-credit senior thesis that is satisfactory to both departments or (2) any two-credit combination of a senior seminar, senior thesis, research project, and/or creative project. Juniors may enroll in a senior studies course and fulfill the requirement with the permission of the instructor. This requirement may be not be completed during the first year or sophomore year.

PROGRAMS FOR FIRST-YEAR STUDENTS

The General Education Curriculum begins with the College's First-Year Studies Program, which was established to create a special, intellectually engaging atmosphere of close interaction between first-year students and their teachers. For a full description of this program, see First-Year Studies under course listings.

Special First-Year Courses

All departments in the College offer courses of an introductory nature that are intended primarily for first-year students and are listed and described under the various departments. All courses designated at the 100 level are recommended for first-year students, and many courses at the 200 level are open to first-year students without prerequisites or special permission. In addition, the College offers a number of courses or sections of courses that are open only to first-year students. Classes are smaller in size than most regular courses to allow for more concentrated instruction and to facilitate discussion. These courses have as their principal aim the development of basic skills in writing, critical reading, analysis, oral communication, and basic mathematics. The College recognizes the importance of good communication skills. Accordingly, the College is committed to teaching writing as a central concern in a liberal arts education throughout the curriculum. Basic writing skills are the main topic in English 100 (English Composition). First-year writing skills are assessed to determine whether enrollment in this course is appropriate.

Richter Apprentice Scholar Program

The Richter Apprentice Scholar Program is designed to provide unusual intellectual opportunities to a small group of outstanding students early in their College lives. Begun in 1988 through a generous grant from the Evalyn Elizabeth Cook Richter and Paul K. Richter Memorial Funds, this program fosters a strong commitment to the life of the mind and encourages students to consider careers in research and teaching. Students' experiences have inspired participants to take full advantage of the enriching opportunities, ranging from independent study to senior theses, offered at Lake Forest. During the spring of their first academic year, students take a special interdisciplinary seminar, "Ways of Knowing," that explores how various academic disciplines in the social sciences, humanities, and natural sciences approach knowledge. Throughout the course, students are exposed to ideas found throughout a liberal arts education. In the summer between the first and second years, Richter scholars are employed for 10 weeks as apprentice scholars working one-on-one with a faculty member. The students act as junior collaborators, joining the faculty in its research. Through this work they develop the ability to do independent research in a particular field as well as an appreciation for its conceptual framework. As the Richter scholars live and work together, participating in a weekly faculty-student colloquium in addition to their individual research, they become a community of peers providing encouragement and support for each other's present and future intellectual and research endeavors. Students are selected through their applications to the program during the admissions process. Enrollment in the spring-semester Richter seminar and participation in summer research with faculty mentors are contingent on satisfactory fall-semester academic performance (normally a minimum GPA of 3.25). Those not initially selected but showing excellence in their first semester at the College may apply to join the program the fall semester.

FIELDS OF STUDY

Lake Forest College maintains major and minor fields of concentration in both traditional academic departments and interdisciplinary programs. Departmental majors and minors permit depth of study in particular disciplines, while interdisciplinary programs encourage students to draw connections among distinct bodies of knowledge and areas of inquiry. A major represents significant course work leading to substantial knowledge and competence in a given field; a minor entails less course work and is designed to produce basic knowledge and competence in a given field.

Students may declare up to two majors and one minor or up to one major and two minors. Students declaring a major and a minor must complete course requirements in both major and minor fields. Students who choose three major/minor areas may not select more than two in the same division. Upon successful completion of a minor, the student will have it recorded on his or her transcript. No student may receive more than 15 credits in any department.

The Major

Students may choose a major from 18 departmental fields or from a number of formal interdisciplinary majors designed by the College and supervised by faculty committees. In all cases, students are expected to declare a major by the end of the sophomore year and to make significant progress toward the completion of that major during the junior year. Every major will also include a culminating senior studies requirement, ordinarily a senior seminar or a senior thesis. Students declaring a double major must complete course requirements in both major fields. It is possible for some courses to be counted toward both majors. However, the second major must consist of at least five separate courses, ones that do not double count, and at least three of these five must be at the 300 or 400 level. Majors may be pursued in the following departments and interdisciplinary programs (noted with an asterisk).

*American Studies
*Area Studies
Art
*Asian Studies
Biology
Business
Chemistry
*Communications
Computer Science
Economics
Education
English
*Environmental Studies
French
History
*Independent Scholar
*International Relations
*Latin American Studies
Mathematics
Music
Philosophy
Physics
Politics
Psychology
Sociology and Anthropology
Spanish

The Minor

Students may declare a minor any time before they graduate but are not required to declare a minor for graduation. The minor must consist of at least four separate courses, ones that do not double count. Minors are offered in the following departments and interdisciplinary programs (noted with an asterisk).

*African American Studies
*American Studies
*Area Studies

Art
*Asian Studies
Biology
Business
Chemistry
Classical Studies
*Communications
Computer Science
Economics
English
French
German
History
*International Relations
*Latin American Studies
Mathematics
*Metropolitan Studies
Music
Philosophy
Physics
Politics
Psychology
Religion
Sociology and Anthropology
Spanish
Theater
*Women's and Gender Studies

Interdisciplinary Studies

The College encourages interdisciplinary approaches to knowledge and supports majors and minors that seek to draw connections among traditional academic disciplines. Typically, interdisciplinary majors and minors permit more flexibility in course selection while challenging students to assume greater responsibility for course selection and the integration of knowledge.

Interdisciplinary majors are available in American Studies, Area Studies, Asian Studies, Communications, Environmental Studies, Independent Scholar, International Relations, and Latin American Studies. Interdisciplinary minors are possible in African American Studies, American Studies, Area Studies, Asian Studies, Communications, International Relations, Latin American Studies, Metropolitan Studies, and Women's Studies.

EXPERIENTIAL LEARNING

As part of its mission to prepare students "to become responsible citizens of the global community," Lake Forest College encourages and enables its students to participate in a significant learning experience that connects academic work with the world beyond the campus. The College aims to provide its students both with a sound education in the basic liberal arts emphasizing the crucial skills of critical thinking, reading, writing, and speaking and with the opportunities to apply these skills in real-life situations. This experience can take several forms including, but not exclusively restricted to, study in an off-campus program (either domestic or international), work on an internship, and a service learning exercise that is part of the assigned work of a Lake Forest College course.

INDEPENDENT SCHOLAR PROGRAM

An independent study experience is the primary component of the Independent Scholar Program, which enables qualified and motivated students to design and pursue an individual degree program in the junior and senior years, focusing on a particular topic or theme rather than on a single academic discipline.

Independent Scholars may have unique interdisciplinary majors or traditional ones (or a combination). Among the topics that Independent Scholars at Lake Forest College have examined in recent years are contemporary performance practices, the theology and philosophy of Nikos Kazantzakis, advertising in the arts, psychoneuroimmunology, experimental theater, aesthetics, Greek ideas of law and justice, an analysis of contemporary values, religion and environmental thought, and language and ethics.

The Independent Scholar Program emphasizes self-determination for its students. The responsibility for initiative in the program lies with students, beginning with presentation of their case for admission to the program. Applications are accepted from second-semester sophomores or first-semester juniors.

The Independent Scholar Program is a program for outstanding students; all students must complete a senior thesis or project and an examination in the major. Not subject to the normal limitations for tutorials and research projects, Independent Scholars are encouraged to include extensive independent study in their major. They are expected as well to fulfill the ideals of a liberal arts education. Their program advisors do not need to be members of the Independent Scholar Committee.

INDEPENDENT STUDY

Independent study, under the guidance and supervision of faculty members, offers challenging opportunities for investigating areas beyond the limits of regular courses. A student may engage in independent study for credit, given the availability and approval of a faculty member competent in the chosen subject matter.

A total of seven independent study credits, including internships, may count toward graduation. Students are expected to arrange each independent study program before the end of the previous semester. A written proposal signed by the relevant faculty member is submitted to the dean of the faculty for review. Proposal forms and detailed information may be obtained from the Registrar's Office. The following are four basic types of independent study: tutorial, research project, senior thesis, and creative project.

Tutorial

A tutorial is a directed reading course on a special topic not covered in a regularly offered course. Students meet regularly with the faculty supervisor to discuss the readings and are normally assigned a number of short papers. Recent tutorials have dealt with such topics as Hindu and Muslim religious sites, economics of gender, advanced fiction writing, and mathematical probability and problem solving. Students may take one tutorial a year beginning with the second semester of the first year, for a total of four tutorials.

Research Project

A research project is more specialized and usually more advanced than a tutorial, requiring greater independence and originality on the part of the student. Students conduct scholarly research with a view to producing substantial work in the form of a term paper or report. Among recent projects undertaken were studies involving genetic links to schizophrenia, Cuban-Latin American trade relations, American Indian history, and change in NFL player contracts from 1975–2000. Juniors and seniors are eligible to undertake research projects. A maximum of four research project course credits is allowed toward graduation, no more than two in a semester and no more than three in a year.

Senior Thesis

A senior thesis is original scholarly research undertaken in the student's senior year, usually over two terms. The research culminates in a formal written dissertation and oral examination that is evaluated by a faculty committee. Outstanding theses are awarded distinction at graduation. Senior theses may be undertaken for one or two course credits; normally two course credits will not be awarded in the same semester.

Creative Project

A creative project is an independent course of work, under faculty supervision, in a creative medium such as painting, fiction, sculpture, poetry, photography, or music. Creative project credits are limited in the same way as tutorials; senior projects in studio art may be approved for a maximum of two course credits.

SUMMER SESSION

Director: Mr. George Speros

The Lake Forest College Summer Session is open to college students, advanced high school students, and community residents. Nearly all courses are taught by regular Lake Forest College faculty. Two summer school terms are offered. Session I, a three-week term, begins in mid-May. Session II, a seven-week term, begins in early June. Schedules and registration forms for the course offerings may be obtained in the Registrar's Office.

All students must complete a Summer Session application and registration form and make a deposit for each course for which they register. Currently enrolled students must obtain an advisor's signature on their registration forms. Community residents or students enrolled at other institutions may apply to the Summer Session by completing a Summer Session application, making the required deposit, and sending an official transcript or letter of good standing from a current academic institution. Advanced high school students must complete a Summer Session application, make the required deposit, and arrange for a high school counselor to submit a letter confirming that the applicant is capable of college-level course work. Admission to the Summer Session does not constitute admission to the regular program at the College.

Independent study during the summer is normally restricted to internships. In order to have a summer internship, a student must

submit a preliminary application to the director of summer internships no later than the Friday one week prior to commencement. Other independent studies (e.g., tutorials or research projects) may be approved in exceptional cases, but only if it can be demonstrated that a student's academic program makes that work a necessity. Such requests are to be submitted to the Registrar's Office for approval by the dean of the faculty before the end of the spring semester.

COMMUNITY EDUCATION FOR ADULTS

Director: Ms. Carol Gayle

Lake Forest College takes a special interest in serving the adult community of the North Shore through the Community Education Program. Regular course offerings of the College are open to members of the community for credit and many may be audited. In addition, the College welcomes adults from the community onto its campus for the stimulating lectures, plays, discussions, and concerts that are part of the rich cultural environment provided for students.

The College provides special academic counseling for adult students. People who meet the established admission requirements may take courses for college credit in individually tailored programs on a part-time or full-time basis.

For more information regarding tuition, registration, and schedules, please call or visit the Community Education Office in Young Hall 222, telephone 847-735-5083.

PRE-PROFESSIONAL AND CAREER PREPARATION

Lake Forest College recognizes the advantages of joining the ideals of a liberal arts education with pre-professional and career preparation. The College therefore offers its students a number of pre-professional opportunities.

Cooperative Degree Program

Professional schools recognize the importance of the liberal arts tradition. Students specializing in narrow fields can bring to their studies not only a fundamental knowledge of the subject but also a sense of broader ethical concerns and a flexibility of mind that the liberal arts college fosters. With these goals in mind, the School of Engineering of Washington University (St. Louis) set up a cooperative degree program with Lake Forest College. In this program, students spend their first 3 years of college studies at Lake Forest and then go on to Washington University for a further two years to complete training. Students must complete all of the General Education Curriculum requirements of Lake Forest College except the senior studies requirement.

Dual-Degree Program in Engineering

Advisor: Mr. Scott Schappe

Lake Forest cooperates with the Sever Institute of Technology, at Washington University (St. Louis), in a program designed for students who plan to become professional engineers but who also desire a rigorous liberal arts education. With an enhanced background in the social sciences and humanities, the prospective engineer is better prepared to assume the responsibilities of leadership in contemporary society.

The program requires each participating student to complete 24 course credits (at least 20 taken at Lake Forest College) before going on to the Sever Institute of Technology in the School of Engineering and Applied Science at Washington University for the final two years of study. Admission to the final two years of the program is at the discretion of Washington University.

Students accepted into the engineering dual-degree program must complete an Approved Program Withdrawal form in the Office of Student Affairs before leaving the Lake Forest campus to enter Washington University.

The student will receive a Bachelor of Arts degree from Lake Forest after earning a Bachelor of Science degree from Washington University. The Lake Forest College degree will be a B.A. with no major specified, unless all requirements for the major (including the senior studies requirement) have been met at Lake Forest College.

The exact selection, combination, and sequence of courses to be taken at Lake Forest College, both in the natural sciences and in the social sciences and humanities, depends on the type of engineering to be pursued at Washington University. While at the College the student must register as a major in mathematics, computer science, or one of the natural sciences. The chairperson of the major department must certify that the student has completed at least three-fourths of the major requirements at the College.

The minimum requirements are a B average, with no transfer of credit for courses with grades lower than C-, and a formal recommendation from Lake Forest College. For further details regarding requirements, options, and course work at Washington University, students should consult with the program advisor at Lake Forest College.

Early consultation with the program advisor is vital in order to formulate and undertake the most appropriate course schedule. The recommended core of courses include the following: Math 110, 111, 210, and 214 (Calculus, Multivariable Calculus, and Differential Equations); Chemistry 110, 111 or Chemistry 120, 121 (General Chemistry or Principles of Chemistry and Introduction to Laboratory Research); Physics 120, 121 (General Physics); and Computer Science 112 (Object-Oriented Programming and Design). The Biomedical Engineering program requires Biology 210, 221, and 340 (Organismal Biology, Cellular and Molecular Biology, and Animal Physiology) in addition to those courses listed above.

Five courses in the humanities and social sciences, including two in one field, with at least one at the 300 or 400 level and no more than two courses in performing or studio art.

The remaining courses are to be selected from the sciences, humanities, and social sciences at the discretion of the student and the advisor.

Education

Advisor: Ms. Shelley Sherman

Lake Forest College prepares students for careers in teaching at the primary, elementary, middle school/junior high, and high school levels. Courses leading to Standard Elementary and Secondary Certification in Illinois are offered. A major in education is available only in conjunction with another major. Details are given in the course listings.

Law

Principal Advisor: Mr. Richard Fisher

The Pre-Law Advising Program supports students who are considering the field of law as a career goal and assists them in the process of applying to law schools. Students receive close personal attention and advice and have the opportunity to participate in events related to the law professions. Faculty on the Pre-Law Advising Committee offer counsel on the range of law schools most suitable for each student and on all phases of the application process. There is no specific pattern of pre-law course work at Lake Forest College; a well-rounded, challenging four-year course of study in the liberal arts and all major undergraduate fields are appropriate training for future lawyers. A pre-law society visits area law schools, participates in regional and national mock trial tournaments, hosts visits by law professionals and law school officials, provides support for students taking the LSAT, and engages in other activities related to careers in law. Most students take the Law School Admission Test (LSAT) in the summer or fall after the junior year, and complete the process of law school applications during the fall semester of the senior year. Increasingly, students nationwide engage in pre-professional or volunteer work before commencing the study of law, so that students may consider applying to law schools at any phase during their post-collegiate careers.

Medicine

In addition to each student's chosen academic advisor, special health professions advising is available to provide guidance and information. Students preparing for careers in medicine, dentistry, or veterinary medicine, or other related health professions, may major in any academic field, provided that their courses of study include the necessary science courses to ensure adequate preparation for the professional schools of their choice. Generally, these required science courses include a minimum of one year in biology, two in chemistry, and one in physics. Additional areas of study to be considered are ethics, logic, English, mathematics, and the social sciences. In addition to each student's chosen academic advisor, members of the Health Professions Advisory Committee are available to provide advice and information relevant to students interested in pursuing advanced study in the health professions. Students should inform the health professions advisor of their interest in the health professions as early in their academic career as possible. Further information about the professional school application process, required standardized testing, and other important considerations are available in the health professions advisor's office.

INTERNSHIPS AND OTHER OFF-CAMPUS STUDY OPPORTUNITIES

Study opportunities in off-campus settings have enriched the curricular and extracurricular options of Lake Forest students for many years. Students who have taken advantage of such opportunities have gained new perspectives and fresh ideas. Off-campus study may take a student abroad, to other parts of the United States, or no farther than the City of Lake Forest. The College directly operates some of the programs described below. In most of the other programs the College is a sponsoring institution.

Off-Campus Study in the United States

Internship and practicum opportunities for off-campus study in the Chicago area and elsewhere in the United States are plentiful. Nearly half of all graduating students earn credit for an internship or practicum through a well-established program that takes advantage of the College's location near a great metropolis. The Associated Colleges of the Midwest, a consortium of 14 distinguished liberal arts colleges to which Lake Forest College belongs, operates five domestic programs in the humanities, social sciences, and natural sciences as well as a large number of study-abroad programs. The College cooperates with American University in offering a Washington Semester Program.

By means of program leaves and a special arrangement with nearby DePaul University, Barat Campus, Lake Forest students may enroll in courses at other academic institutions. For further information regarding program leaves and DePaul University, Barat Campus see below.

Internships and Practicums

Internships taken for credit at Lake Forest College are off-campus learning experiences integrated into the academic program. Although the specific nature of internship experiences will vary, internships should clarify for students the relationship between traditional liberal arts study and the use or expansion of knowledge in nonacademic settings. Students are eligible to apply for an internship following the completion of two years of course work. Under the internship program, students work for academic credit in businesses, social and governmental agencies, and other institutions both in the Chicago area and elsewhere during either semester of the academic year and during the summer term. A description of the program, Guidelines to Internships and Practicums, is available from the Registrar's Office.

Most internships and practicums have been developed under the auspices of the departments of economics and business and politics. The departments of psychology, sociology and anthropology, art, mathematics and computer science, biology, chemistry, history, English, philosophy, and theater have also participated significantly in the internship program. Students interested in pursuing an internship should contact the departmental internship liaison of the pertinent department and the director of college internships to begin the application process. Each academic department may establish its own application deadline. In order to have a summer internship, a student must submit a preliminary application to the director of summer internships no later than the Friday one week prior to commencement.

Students may count up to 3 internship credits toward graduation, not including foreign internship credit. A maximum of 2 credits will be awarded for each internship and will count toward the maximum of 15 credits allowed in any discipline. These courses are graded only on a Credit/D/Fail basis. In order to participate in an internship, a student must have a C average in all prerequisite courses and may not be on academic probation.

In recent years, students have worked and studied for the Chicago Historical Society, the Museum of Contemporary Art, the Chicago Board of Trade, Prudential Securities, Marriott Corporation, IBM, the City of Chicago, Great America, the Governor's Office of Consumer Affairs, Second City Theatre, Chicago Housing Authority, International Latino Cultural Center, UBS PaineWebber, Children's Memorial Hospital, Morgan Stanley, NBC 5 Chicago, and the Art Institute of Chicago, among many other organizations.

Program Leaves

A student may enroll during the fall or spring semester for one course at another institution while remaining registered for three courses at Lake Forest for that term. If approved by the student's advisor, the program must be checked with the registrar to assure transferability of the work. If the work is satisfactorily completed with a grade of C- or better in each course, and the credits are transferred to Lake Forest College, the student will be reimbursed for the per-course cost of the tuition at the other institution up to the per-course cost of tuition at Lake Forest College for the same period.

DePaul University, Barat Campus

Lake Forest College joins with nearby DePaul University, Barat Campus in offering certain programs jointly and in coordinating offerings in some academic departments. Barat operates on a quarter hour system. With advisor approval, a full-time Lake Forest College student may register for one course per quarter at DePaul University, Barat Campus, for which Lake Forest credit will be granted if the course in completed with a grade of C- or better. Such registrations are made at the Lake Forest Registrar's Office at the usual time of registration. Students are not normally allowed to take courses at Barat that are offered at the College or courses numbered below 100. For the purposes of graduation requirements, academic probation, and academic suspension, Barat courses count as transfer credit and do not count toward the GPA.

Course work at Barat Campus for which a full-time student registers will be considered a part of the total Lake Forest College course load and will be billed in accordance with the statements under the section titled Undergraduate Tuition and Expenses.

Cooperation with American University: The Washington Semester Program

Advisor: Mr. Paul Fischer

For qualified junior and senior students, this program is offered in cooperation with American University in Washington, D.C. The program, available in either fall or spring, provides an opportunity to learn from Washington's many resources, including the nation's policy makers. Washington Semester students earn a full semester of credit by participating in an internship (two credits), writing a research paper or taking an elective course (one credit), and attending a seminar in one of these areas (one credit): national government, public law, economic policy, foreign policy, international business and trade, international environment and development, journalism, justice, museum studies and the arts, and peace and conflict resolution. Internship placements are with Congress, executive-branch agencies, the media, interest groups, research organizations, or museums. Students have seminars with government officials and political party leaders and attend sessions of Congress and committee hearings.

Because the program is intended to enhance students' college education, participating in it and selecting among its options must make sense within a student's concrete educational objectives. Since most of the work takes place outside of the classroom, applicants must demonstrate a high ability to perform consistently and responsibly in situations that demand that they work on their own initiative. The minimum GPA for applicants is 2.5. An essay and two faculty recommendations are required as part of the application. The application deadline is February 1. For purposes of graduation requirements, academic probation, and academic suspension, the Washington Semester Program counts as transfer credit and does not count toward the GPA.

ACM Programs in the United States

Lake Forest College is a member of the Associated Colleges of the Midwest (ACM), a consortium of 14 distinguished colleges in five states: Beloit, Carleton, Coe, Colorado, Cornell, Grinnell, Knox, Lake Forest, Lawrence, Macalester, Monmouth, Ripon, St. Olaf, and the College of the University of Chicago. By working together these colleges have greatly expanded the off-campus study opportunities available to their students in the United States. Most Lake Forest students who participate in these programs do so during their junior year.

These programs are intended to enhance the collegiate experience and should make sense in terms of students' overall educational objectives. Because most are conducted outside the traditional classroom format, applicants must demonstrate an ability to perform consistently and responsibly in situations that demand that they work on their own initiative. Students on academic probation normally are ineligible and students who have displayed a pattern of disregard for College regulations may be ineligible.

Each ACM program is represented by an on-campus faculty advisor. A list of these advisors is available in the Dean of the Faculty Office and from the study-abroad coordinator. Students may obtain applications for an ACM program from the appropriate advisor. These applications must first be submitted to the Lake Forest College ACM/Consortium Committee for an initial selection process. If approved at this stage, they will be forwarded to ACM for consideration. Since these programs are intended to complement on-campus programs, the College committee reserves the

right to limit their availability in order to maintain the integrity of on-campus programs. Funding restrictions also apply. Although rising sophomores may be eligible to apply, qualified juniors and first-semester seniors will receive priority in the selection process. The application deadline for all programs is February 1 unless earlier as indicated. Applications will not be accepted after that date. For purposes of graduation requirements, academic probation, and academic suspension, ACM credit counts as Lake Forest College credit.

Chicago Arts Program
Advisor: Ms. Christopher Reed
The Chicago Arts Program is a 15-week semester of urban art immersion during which students explore the arts through practical, creative, and scholarly activity. While living in Chicago, in addition to attending a wide range of cultural events, students meet and work with local artists and arts professionals in part-time internships, on independent study projects, and in two courses: the core seminar, Negotiating Chicago's Artworld, and an elective studio-based special topics workshop. Possible internship placements include but are not limited to museums and galleries, artists' studios, theater and dance companies, recording studios and popular music venues, literary organizations and publications, film and video production companies, architecture firms, arts education and community outreach organizations, and graphic and interior designers. Not limited to arts majors, the program benefits all students who have strong career interests or graduate school aspirations in the arts and humanities. Length of program: late August to mid-December, or late January to mid-May. Enrollment: 30 students (fall), 20 students (spring). Eligibility: Advanced sophomores, juniors, and seniors. Credit: 16 semester hours. Application deadline: February 1.

Newberry Library in the Humanities
Advisor: Mr. David Spadafora
Newberry Seminar students have an extraordinary opportunity to do advanced independent research at one of the world's great research libraries. They attend interdisciplinary seminars taught by visiting professors and work with resident scholars and library staff. During the semester-length fall seminar, students write a major research paper based on the Newberry's collections in the humanities. In the winter and spring, the seminars are month-long courses. The Newberry Seminar is for students looking for a personal and academic challenge, and for those considering graduate study. Administered by ACM, the Newberry Seminar is also recognized by GLCA. Length of program: early September to December (fall seminar), one month (January to May short-term seminars). Enrollment: 15 to 25 students (fall seminar), 8 to 15 students (short-term seminars), Eligibility: Exceptionally qualified sophomores, juniors, and seniors. Credit: 16 semester hours (fall seminar); equivalent of one course (short-term seminars). Application deadline: February 1.

Oak Ridge Science Semester
Advisor: Mr. Robert Glassman
The Oak Ridge Science Semester is designed to enable qualified undergraduates to study and conduct research in a prestigious and challenging scientific environment. As members of a research team working at the frontiers of knowledge, participants engage in long-range investigations using the facilities of the Oak Ridge National Laboratory (ORNL) near Knoxville, Tennessee. The majority of a student's time is spent in research with an advisor specializing in biology, engineering, mathematics, or the physical or social sciences. Students also participate in an interdisciplinary seminar designed to broaden their exposure to developments in their major field and related disciplines. In addition, each student chooses an elective from a variety of advanced courses. The academic program is enriched in informal ways by guest speakers, departmental colloquia, and the special interests and expertise of the ORNL staff. Administered by Denison University, the Oak Ridge Science Semester is recognized by both ACM and GLCA. Length of program: August to December. Enrollment: 20 students. Eligibility: Juniors and seniors in biology, chemistry, physics, mathematics, or social sciences. Credit: 16 semester hours. Application deadline: February 1

Urban Education
Advisor: Ms. Shelley Sherman
The Urban Education Program offers term or semester student teaching internships, a summer sequence of courses leading to bilingual or English as a Second Language (ESL) certification, and an intensive one-month course in January on multicultural and global awareness. Chicago offers exceptional opportunities for students interested in education and educational issues. The diversity of communities served by Chicago schools provides a rich setting in which interns learn from working with people who represent cultures and languages from all over the world. The variety of educational programs operating within the metropolitan area also enables students to work in virtually any kind of school.

Placements are made in public, private, or alternative schools, and students can work in traditional or progressive, city or suburban, multilingual or monolingual, regular or special education, magnet or neighborhood schools. Seminars focus on the social, political, and economic factors that influence systems as well as the impact of schools on students, teachers, and communities. Coaching and supervision emphasize collaborative approaches for developing effective teaching strategies.

The "Dimensions of Multiculture" course offered during the January interim explores the meaning of cultural identification and its impact on children's learning, and it also serves candidates for bilingual certification, foreign students wanting to develop a deeper understanding of American cities, and a broad range of students interested in expanding their understanding of other cultures. Length of program: student teaching—semester, term or multi-block; bilingual/ESL—semester or term; Dimensions—January interim; Eligibility: Any currently enrolled student; those seeking certification are expected to have fulfilled their college's prerequisites for student teaching. As a ninth semester option, tuition for the ACM Urban Education Program for Lake Forest College students is one half the College's tuition for the semester. Permission of the Education Department is required for participation. Credit: Equal to an equivalent period on the home campus. Application deadline: February 1.

350 Foundations of Bilingual Education
Examination of the rationale, history, and issues surrounding bilingual education, along with issues of first and second language acquisition as related to bilingual education. Topics studied include legal, historical, and social perspectives of bilingual education; principles of language development in the bilingual child; models of bilingual programs; U.S. minority cultures and the bilingual classroom; and bilingual learners in relationship to mainstream classrooms. Supervised field experience required.

351 Theoretical Foundations of Teaching English as a Second Language
Investigation of the impact of sociological, psychological, and cultural phenomena on language learning. Topics include hypotheses of first and second language acquisition, differences between children and adults in second language acquisition, and an examination of socio-cultural, linguistic, and psychoeducational variables that affect language learning and school performance. Supervised field experience required.

352 Methods and Materials for Teaching English as a Second Language
An introduction to the teaching of English as a Second Language. Survey of methods and materials that address reading, writing, listening, and speaking skills for elementary, secondary, and adult learners in ESL settings. Applications are made within language and content-area instruction. Topics include an historical overview of ESL techniques, Total Physical Response, storytelling, the role of grammar, teaching pronunciation, and the use of journals. Supervised field experience required.

353 Assessment: Oral and Literacy Skills Development
An introduction to assessment instruments and procedures used in bilingual and ESL programs. A study of the basic tenets of testing and assessment including review, evaluation, and administration of various testing instruments; examination of techniques of whole language evaluation; and informal and alternative assessments. Supervised field experience required.

354 Dimensions of Multiculture and Global Awareness
An exploration of the meaning of cultural identification and its impact on learning. Students participate in a series of workshops dealing with the histories and differences in cultural characteristics of specific groups of people from around the world and investigate a number of Chicago's ethnic neighborhoods with the assistance of knowledgeable resource persons. Topics include the development of culture consciousness, effects of culture on teaching and learning, skills and tools of cultural analysis, comparison of immigrant and American mainstream cultural patterns and values, and current world issues and their relationship to cultural understanding. Supervised field experience required.

Urban Studies
Advisor: Mr. Paul Fischer
Chicago is a quintessential American city that was founded on economic exchange, grew with America's westward expansion, became the hub of Midwest economic and political power, and continues to illustrate the best and worst of American society. The Urban Studies Program immerses students in the life of Chicago while exploring both the historical and current forces that define urban life. Through supervised internships, seminars, a core course, and independent study, students experience the dynamics of a modern city while learning academic concepts to frame those experiences. Possible internship placements include legal, criminal justice, community, and social justice organizations, historical and cultural institutions, educational, public relations, and media facilities, and political and philanthropic institutes, along with a host of other possible placements. Foremost, the Urban Studies Program develops the skills necessary for effective leadership in civic and political life by exposing students to effective models of action in light of the realities of urban America. Length of program: early September to mid-December, or early February to mid-May. Enrollment: 50 to 60 students (fall); 35 to 45 students (spring). Eligibility: Sophomores, juniors, and seniors. Credit: 16 semester hours or the equivalent. Application deadline: February 1.

STUDY ABROAD

Lake Forest College believes deeply in the value of study abroad and many of its students pursue such study, especially during the junior year.

The College has several study-abroad programs of its own. The oldest of these permits students to spend half a semester in Greece and Turkey after a period of study on campus. Lake Forest College also sponsors International Internship/Study-Abroad Programs in Paris, France, and in Santiago, Chile. The College also offers two course-related study tours, one to Asia and the other to Latin America.

The Associated Colleges of the Midwest, a consortium of 14 distinguished liberal arts colleges to which Lake Forest College belongs, operates a rich array of study-abroad programs on four continents for which Lake Forest students are eligible to be considered.

With prior permission of the Academic Appeals Board, students may also receive academic credit for study-abroad programs sponsored by other accredited institutions. See Program Leaves under Internships and Other Off-Campus Opportunities. The study-abroad coordinator, Ms. Jan Miller, makes available to students information about high-quality non-Lake Forest programs and students interested in study abroad should consult her no later than the beginning of the spring term of the year preceding their proposed study.

Although most students go abroad for a single semester, a student may petition the Academic Appeals Board for permission to spend an entire junior year abroad. The board may grant such an appeal when the proposed program provides significant enhancement of the student's academic program and meets each of the following conditions: (1) It must be consistent with a liberal arts education; (2) it must provide academic opportunities clearly unavailable at the College; and (3) there must be good reason for thinking that the educational benefits will be significantly enhanced by a two-semester duration. Students must apply no later than the beginning of the spring term of the year preceding their proposed study.

Upon approval by the Committee on Off-Campus Programs, Lake Forest College enters into a limited number of consortium agreements with selected institutions in order to make it possible for students on financial aid to retain their aid while studying off-campus. Students are urged to review "Procedures and Guidelines for Students Applying for an International Study Consortium Agreement," which is available on consultation with the study-abroad coordinator. While studying abroad, students are required to have health insurance levels that must include evacuation and repatriation coverage. A plan is available through the College. The application deadline is February 1.

For the purposes of graduation requirements, academic probation, and academic suspension, credits received through Lake Forest College-approved consortium agreements do not count toward the GPA.

Study-abroad programs meet the GEC breadth requirements when applicable and the GEC Cultural Diversity Requirement.

Lake Forest College Programs Abroad
Programs offered by Lake Forest College are planned and directed by members of the College faculty. Each program runs one semester and credit is awarded by the College.

A student becomes a participant in one of these programs on acceptance by the department or supervisory committee pertinent to the particular program and with the concurrence of the dean of the faculty. Principal considerations used in determining admissibility to a program include evidence of academic motivation and promise of satisfactory academic work; usually an average of B- or better; reason to believe that the student will benefit from the program; and the applicant's major interest and reason given for wanting to join the program. Students on academic probation are normally ineligible and students who have displayed a pattern of disregard for College regulations may be ineligible.

Each applicant must present the following documents: completed application form including parental signature, waiver, and medical report; letters of recommendation from members of the teaching faculty who are familiar with the academic work of the applicant; and a letter of evidence of good academic and judicial standing from the Office of Student Affairs.

All parts of the application are due by the deadline indicated on the form. Forms for parental signature, waiver, and medical report may be obtained from the program director or from a member of the appropriate supervisory committee. No applicant will be accepted into a program until all of the conditions are met. Completed applications will be evaluated as they come in; decisions on late applications will therefore be made last. If the group of applicants is larger than the number who can be admitted, preference will be given to majors and juniors and seniors. First-year students and last-term seniors are ineligible. (Exceptions must be approved by the Academic Appeals Board.)

Students accepted into a Lake Forest College off-campus program may be required to confirm their acceptance by making a nonrefundable deposit.

Cost of participating in a program includes tuition at the regular Lake Forest College rate; travel to and from the location of the program; an excursion fee for field trips when applicable; lodging and meals; and books and incidental expenses, including individual travel.

International Internship/Study-Abroad Program in Paris, France
Advisors: Mr. Rand Smith, Ms. Cynthia Hahn
The Paris program aims to provide the student with in-depth exposure to French society and culture through a combination of work experience and classroom instruction. The program is scheduled for the fall semester each year. Students must be at the junior or senior level, demonstrate French language proficiency, and have a solid academic background in their major field(s). Students are normally expected to have a B- average (2.67 GPA). The 15-week program is composed of three parts: (1) a two-course-credit internship in a for-profit or not-for-profit organization or government agency (examples of past internships include management, marketing, finance, advertising, museology, education, personnel, public relations, government, and research); (2) a one-course-credit study of French language; and (3) a one-course-credit seminar in French society and culture. To enhance their exposure to another culture and develop fluency in French, students will normally live in French homes.

Careful advance planning is crucial. Interested students should consult the advisors listed above for application forms. Students should also discuss their interest in the program with their academic advisors.

International Internship/Study-Abroad Program in Santiago, Chile
Advisors: Mr. George Speros (Chairperson), Ms. Lois Barr, Ms. Marcela Saldivia-Berglund
The program in Santiago, Chile, aims to provide the student with in-depth exposure to Chilean society and culture through a combination of instruction at a local university and work experience. The program is scheduled for the fall semester with classes being offered for Lake Forest College students at the Universidad Diego Portales (UDP) in Santiago. Students must be at the junior or senior level, demonstrate Spanish language proficiency, and have a solid academic background in their major field(s). Students are normally expected to have a B- average (2.67 GPA). The 15-week program is composed of three parts, two at UDP, (1) a one-course-credit study of Spanish language and (2) a one-course-credit study of Chile in the twentieth century; part (3) is a two-course-credit internship in a profit or nonprofit organization. In the past, internship opportunities for qualified applicants have been available in computer science, marketing, education, journalism, marine

biology, chemistry, and research in government agencies and nongovernmental organizations (NGOs). Additional opportunities are sought when students' preparation and interests so warrant. To enhance their exposure to another culture and to develop fluency in Spanish, students will normally live with Chilean families.

Students who would like to apply should see the advisors listed above for application forms. Likewise, students should discuss their interest in participating in the program with their advisors. Careful planning is crucial.

Program in Greece and Turkey
Advisory Committee: Ms. Janet McCracken (Chairperson), Mr Richard Fisher, Mr. Louis Lombardi, Mr. Ahmad Sadri
Since 1970 the College has offered an interdisciplinary humanities program in Greece and Aegean Turkey designed to provide sophomore and junior students, regardless of major, with an opportunity to live and study in a foreign culture.

The information below reflects recent programs. Travel plans are subject to change, for logistical and financial reasons as well as in response to local conditions.

Offered in the spring, the program in Greece and Turkey incorporates three sequential four-week courses that use historical and archeological sites and museums as classrooms to study the ancient Aegean world from the Minoan to the Byzantine periods. A prerequisite course (Greek Civilizations 201) is offered in January and February prior to the on-site courses. Thus students can earn up to four credits. To be eligible for acceptance in the program, students must have at least sophomore standing, good academic records (normally B- or better), and references and have completed Greek Civilizations 201 or at least two courses in the combination of art history and ancient history or classical literature.

Interested students are encouraged to submit an application form by May 1 so that it can be considered in an early review. The final deadline for application is October 31. Application forms are available from the advisors listed above.

201 Ancient Greece: Life, Thought, and the Arts
Spring (January-February)
(7.5-week intensive course)
An interdisciplinary introduction to the legacy of ancient Greece from the Homeric Age through the Classical Period. Class discussion of selections from Greek poets, playwrights, historians, and philosophers integrated with slide lectures examining art and archeological remains in historical context. Since this course runs for 7.5 weeks during the first half of the spring semester, the periods during which withdrawals are permitted and refunds are given are each half of the corresponding periods for 15-week courses. A student may take no more than three course credits in other courses while enrolled in this class.

202 Greece in the Bronze Age
Spring (March)
The Minoan and Mycenaean cultures studied through archeological sites and museum materials on Crete and in the Peloponnese. Periods of study based in Herakleion and Návplion, alternated with periods of group travel-study at Minoan sites on Crete and Santorini and Mycenaean sites in the Argolis. (Cross-listed as Art 202 and Sociology and Anthropology 202.)

203 Greece in the Classical-Roman Ages
Spring (April)
Periods of study in Athens, Delphi, Corinth, and Olympia, supplemented by group travel-study at other sites of the Classical to Roman periods such as the island of Delos and the Ionian coast of Turkey. (Cross-listed as Art 203 and Sociology and Anthropology 203.)

204 Greece in the Byzantine-Medieval Ages
Spring (May)
Periods of study in locations such as central Greece (Osios Loukas, Daphni, Meteora, Athens), the Peloponnese (Nauplion, Mistra, Monomvasia), northern Greece (Philippi, Thessaloniki), and Turkey (Ephesus). (Cross-listed as Art 204 and Sociology and Anthropology 204.)

Tropical Ecology and Conservation
Spring 2005
The Biology Department will be offering a tropical ecology and conservation course in the spring that includes a visit to a field site in the tropics during spring break.

380 Tropical Ecology and Conservation
In this course we will survey basic ecological dynamics and concepts characteristic of tropical terrestrial ecosystems, and will also examine the complex socio-political, economics, and biological issues associated with the major threats to these ecosystems. The course will revolve around a required spring break trip to a field site in the tropics (e.g., Costa Rica) at which research projects will be conducted. Class periods will consist of discussions and lectures with associated readings and short written assignments. Lab will center on the spring break trip, emphasizing study design and preparation for field projects, and examination of collected specimens/data analysis afterward. Students will prepare posters and oral presentations of field projects at the end of the semester. Application and additional fee required to cover expenses associated with field trip. Prerequisite: Biology 220. (Cross-listed as Environmental Studies 380 and Latin American Studies 381.)

ASIAN STUDIES

274 Topics in Asian Studies: Global Engagement in Contemporary China
Spring 2004, on campus, with a three-week trip to China in May.

This course centers on East Asian civilization as a form of inquiry and aims to develop understanding of the complexity of human affairs by focusing on contemporary China. It will provide students with exposure to Chinese culture, history, religion, society, language, and economy through a combination of classroom instruction and field experience in China. The spring course consists of prerequisite on-campus study, which prepares students for their on-site experience, a three-week trip to China, beginning in mid-May. The College's Freeman Grant for East Asia Studies will provide students with the financial aid to cover major costs related to the trip. Students benefit not only from studying the concept of curricular cultural diversity on campus, but also from the opportunity to examine historical and archeological sites first-hand. They also study the latest development of China's economic reform, thereby deepening their knowledge of a multiplicity of different cultural and political systems. This course is most suitable for those who are seriously interested in studying Asian Studies, East Asian languages, and international relations. Students intending to enroll in this course must consult with Professor Zhu for information on applying to register for this course.

274 Topics in Asian Studies: Global Engagement in Taiwan
Spring 2005, on campus, with a trip to Taiwan, schedule to be determined.

ACM PROGRAMS ABROAD

Lake Forest College is a member of the Associated Colleges of the Midwest (ACM), a consortium of 14 distinguished colleges in five states: Beloit, Carleton, Coe, Colorado, Cornell, Grinnell, Knox, Lake Forest, Lawrence, Macalester, Monmouth, Ripon, St. Olaf, and the College of the University of Chicago. By working together these colleges have greatly expanded the study-abroad opportunities available to their students. Most Lake Forest students who participate in these programs do so during their junior year.

These programs are intended to enhance the collegiate experience and should make sense in terms of students' overall educational objectives. Because most are conducted outside the traditional classroom format, applicants must demonstrate an ability to perform consistently and responsibly in situations that demand that they work on their own initiative. Students on academic probation normally are ineligible and students who have displayed a pattern of disregard for College regulations may be ineligible.

Each ACM program is represented by an on-campus faculty advisor. A list of these advisors is available in the Dean of the Faculty Office and from the study-abroad coordinator. Students may obtain applications for an ACM program from the appropriate advisor. These applications must first be submitted to the Lake Forest College ACM/Consortium Committee. If approved at this stage, they will be forwarded to ACM for consideration. Since these programs are intended to complement on-campus programs, the College committee reserves the right to limit their availability in order to maintain the integrity of on-campus programs. Although rising sophomores may be eligible to apply, qualified juniors and first-semester seniors will receive priority in the selection process. Funding restrictions also apply. The application deadline for all programs is February 1 unless earlier as indicated. Applications will not normally be accepted after that date. For purposes of graduation requirements, academic probation, and academic suspension, ACM credit counts as Lake Forest College credit.

Central European Studies Program in the Czech Republic

Advisor: Ms. Carol Gayle

Combining its rich cultural heritage, the emerging revival of democracy, and a struggle for economic success, the Czech Republic mirrors much of East and Central Europe. The program is based at Palacky University in Olomouc, the historic capital of Moravia. Students from many disciplines can benefit from intensive language training and course work, field trips to major Central European cities, independent research, and housing among Czech students in university dormitories. Courses cover Central European history, contemporary socio-political issues, and Czech literature and culture. Administered by ACM, Central European Studies is also recognized by GLCA. Length of program: early September to December. Enrollment: 15 to 20 students. Eligibility: Juniors and seniors. Credit: 16 semester hours or the equivalent. Application deadline: February 1

Costa Rica: Studies in Latin American Culture and Society

Advisor: Mr. Caleb Gordon

Studies in Latin American Culture and Society (fall only) is an interdisciplinary program for students seeking a comprehensive understanding of life in Latin America and wishing to develop fluency in Spanish. This program, which focuses on the humanities and social sciences, is designed to take full advantage of its Costa Rican setting. Language study is stressed as the key to understanding the culture. Course work in language, literature, geography, anthropology, politics, and culture enables students to develop insights that are reinforced by field trips and two weeks of field work in rural areas. In San José and its environs, students live with families both to improve their language ability and to enjoy personal involvement in the daily life of a Latin American community. Length of program: late August to December. Enrollment: 25 to 30 students. Eligibility: Sophomores, juniors, and seniors, with at least two years of college-level Spanish or equivalent. Credit: 16 semester hours. Application Deadline: February 1.

Costa Rica: Tropical Field Research

Advisor: Mr. Caleb Gordon

The Tropical Field Research Program (spring only) is designed for advanced work in the natural and social sciences. Independent research in the humanities is also encouraged. Costa Rica supports an extraordinary variety of plant and animal life and provides rich research opportunities for students of tropical biology and ecology. An equally broad range of research topics is available for students of anthropology, archaeology, economics, geography, geology, history, political science, literature, fine arts, and sociology. Students prepare for their research during a month-long orientation that includes intensive language training and a review of fieldwork methodology. Their field study may be integrated with an ongoing project or undertaken independently under the supervision of a faculty advisor. Length of program: late January to May. Enrollment: 24 to 27 students. Eligibility: Juniors and seniors with prior course work in the discipline in which they propose to do research, plus at least one year of college Spanish (two years are strongly recommended). Credit: 16 semester hours. Application deadline: February 1.

Florence

Advisor: Mr. Richard Mallette

The Florence Program provides an excellent opportunity to study Renaissance painting, sculpture, architecture, history, and literature for students interested in art, history, Romance languages, and the humanities. Italian language instruction, a studio art course, and courses providing a broad perspective on Italian contributions to world civilization facilitate the study of Florentine artistic and cultural heritage. Visits to museums and galleries, short field trips to other cities throughout Italy, and discussions with local scholars supplement this course work. Staying with Italian host families enriches participants' awareness of modern Italian life as well as the academic study of Italian Renaissance culture. Length of program: late August to December. Enrollment: 25 to 30 students. Eligibility: Juniors and seniors. Prior Italian language recommended. Credit: 16 semester hours or the equivalent. Application deadline: February 1

India Studies

Advisor: Ms. Catherine Benton

The Indian subcontinent provides a rich and complex background for the study of a non-Western civilization. India Studies program participants live with Indian host families in Pune, a city that is at once both traditional and highly industrialized, offering students an excellent opportunity to observe the interaction of tradition and modernity that characterizes contemporary India. While there, students enroll at Tilak Maharashtra Vidyapeeth for an academic session, where they have language instruction, choose four other courses, and complete their independent study projects. Additionally, students enjoy field trips, which can include nearby cultural sites such as the Ajanta and Ellora caves and the pilgrimage to Pandharpur. A variety of extracurricular activities, such as dance, yoga, weaving, and batik, can be arranged. Length of program: mid-July to mid-December. Enrollment: 20 students. Eligibility: Any currently enrolled student may apply, though priority is given to those who will be juniors or seniors. Credit: Equivalent to one extended semester of work on the home campus (18 credits). Application deadline: February 1.

Japan Study

Advisor: Mr. George Speros

Students study at Waseda University's International Division in Tokyo after a brief orientation providing intensive language practice and cultural discussions. In addition to required language study, electives may be chosen from a wide range of Asian Studies courses taught in English. A family living experience in Tokyo provides an informal education in Japanese culture and is in many ways the dominant feature of the program, offering total immersion in the Japanese way of life. The program is recommended for a full year of study, although a term or semester option is also available. Administered by Earlham College, Japan Study is recognized by both ACM and GLCA. Length of program: mid-September to late June (academic year), mid-September to late December (autumn term), mid-September to early February (fall semester). Eligibility: Sophomores, juniors, and seniors with a minimum 3.0 GPA. No Japanese language study is required for acceptance, but at least one semester or term of Japanese must be completed before departure. Credit: Equal to an equivalent period on the home campus. Application deadline: January 20.

London and Florence: Arts in Context

Advisor: Mr. Christopher Reed

The London and Florence Program compares the artistic achievements of two historically prominent cities. Participants study the historical and political context of art, architecture, literature, and theater as well as Italian language. Visits to museums, galleries, and theaters, short trips to other areas of England and Italy, and discussions with local scholars supplement this course work. Students spend eight weeks in each city and enjoy a week-long mid-semester break. An optional intensive course in Italian language is offered every January in Florence (3 semester credits). For Lake Forest College students, the extra cost of this course overload is approximately one-ninth of the Lake Forest College tuition. This fee is the responsibility of the participant. The policy that allows students on the Dean's List to take a fifth course without additional charges does not apply to ACM courses. In addition, a pilot program running from January through March based in Florence is available for a small number of students, particularly those from colleges with term calendars. Length of program: late January to May. Enrollment: 50 students (25 begin in London, 25 in Florence). Eligibility: Sophomores, juniors, and seniors. Credit: 16 semester hours. Application deadline: February 1.

Russia

Advisor: Ms. Carol Gayle

The enormous political, social, and economic changes taking place in Russia provide a fascinating context for this program, and the Kuban/Black Sea region program site provides a particularly rich environment for understanding the changing nature of Russian life and the issues of national identity that accompany these changes. The program combines intensive study of the Russian language with a course on Russian society. Students live with Russian families and the combination of home stays, field trips, and individual projects provide for maximum exposure to contemporary Russian life. The program is based at Kuban State University in Krasnodar, a regional center of 1 million people. The city's distinctively Russian atmosphere encourages a stronger cultural immersion than is usually found in Russia programs in more Westernized locations. In addition, little English is spoken in Krasnodar, providing students increased opportunity to develop their Russian language skills. Administered by ACM, the Russia Program is also recognized by GLCA. Length of program: late August to mid-December. Enrollment: 20 students. Eligibility: One year Russian language. Credit: 16 semester hours. Application deadline: February 1.

Tanzania: Nation-Building and Development in Africa

Advisor: Mr. Paul Orogun

Currently located on the University of Dar es Salaam campus in Tanzania, this interdiscipli-

nary program addresses the challenges of building a modern independent nation and focuses on development issues in Africa. University of Dar es Salaam faculty members offer courses in culture and society, political and economic development, and Swahili language. Students also complete an independent field project under the guidance of program staff or university faculty. Family stays in Dar es Salaam offer students the opportunity to live with Tanzanians and participate in community life. The academic program is also enriched by field trips and a rural stay. Length of program: early January to mid-May. Enrollment: 20 to 25 students. Eligibility: Advanced sophomores, juniors, and seniors. Credit: 16 semester hours of the equivalent. Application deadline: February 1.

Tanzania: Studies in Human Evolution and Ecology

Advisor: Mr. Paul Orogun

The Tanzania program offers undergraduates a unique opportunity to conduct fieldwork in some of the world's greatest paleoanthropological and ecological sites. Students divide their time between the University of Dar es Salaam and the northern region of Tanzania. At the university they take courses in intensive Swahili, human evolution, and the ecology of the Serengeti while developing a field project. For the next six weeks, students live in field camps and pursue individual field projects in the Serengeti/Ngorongoro area before returning to the university for final work on their projects. The program is both physically and academically demanding. Length of program: late July to mid-December. Enrollment: 20 students. Eligibility: Juniors and seniors. Credit: 16 semester hours or the equivalent. Application deadline: February 1.

THE GRADUATE PROGRAM IN LIBERAL STUDIES

Rosemary E. Cowler, Co-Director
Hotchkiss Presidential Professor of English, Emerita

D. L. LeMahieu, Co-Director
Hotchkiss Presidential Professor of History

Carol Gayle, Associate Director
Associate Professor of History

The Graduate Program in Liberal Studies is designed for those who have completed a bachelor's degree and who want to enhance their ability to organize conceptually the social, scientific, and humanistic dimensions of topics that illuminate the world of the twenty-first century. Interdisciplinary in nature, graduate education in the liberal arts is based on the assumption that beyond the technical competence required for certain tasks, people need the breadth and wisdom that have traditionally been fostered by the liberal arts. It is no longer possible, if it ever was, to complete a liberal education in four undergraduate years; a truly liberal education, which includes the ability to integrate knowledge from various fields, is the task of lifelong learning. The program leads to a Master of Liberal Studies (M/LS) degree.

At the heart of the M/LS program is a series of interdisciplinary seminars, team-taught by faculty members representing different disciplines. The emphasis in these specially designed seminars is on bringing together the approaches of the three broad areas of the liberal arts curriculum, the social sciences, the physical sciences, and the humanities, rather than on acquiring specialized knowledge in one of them. The aim of the program, then, is to foster the ability to integrate knowledge from several fields and to deal with major questions in light of the wisdom afforded by a broad knowledge of the liberal arts.

Graduate liberal arts education appeals to a broad audience. Businesspeople have found that a graduate liberal arts program provides a perspective that helps them make better decisions and deal more effectively with the issues they face in a world that is rapidly changing. Today's marketplace often calls for flexibility in thinking and responding to current issues rather than for intensely specialized knowledge. Teachers enroll in graduate liberal studies programs as an attractive alternative to further graduate work in education or in a single academic discipline; they find that the broad concerns of a nondisciplinary master's program more closely match their needs. That current educational emphasis is being placed on interdisciplinary learning and teaching reinforces this perception.

Adults pursuing advanced study for their own enrichment and pleasure choose graduate liberal arts education as an alternative to a self-directed program of reading or to a series of unrelated adult education courses. These students find that they receive a carefully organized, coherent approach to further learning in association with other adults who share similar interests.

GRADUATION REQUIREMENTS FOR THE MASTER OF LIBERAL STUDIES

For the Master of Liberal Studies (M/LS) degree, a student must complete nine course credits. After taking eight course units (normally four interdisciplinary seminars and four electives), the student may choose between two options for the final, ninth credit: either a substantial master's project (a research or creative undertaking) or another, ninth, course and an expanded term paper, from that course or an earlier one. Candidates must earn a grade of B or higher in all elective courses to have them count toward the degree. While a grade of C is considered passing in the interdisciplinary seminars, a student who receives a C in the initial seminar must earn a B in another interdisciplinary seminar before undertaking elective courses. An overall average of B or higher is a requirement for the master's degree. Course work given a grade of incomplete by the instructor for appropriate reasons must be cleared within one year; after that, the grade will be recorded permanently as NC (No Credit), without affecting the student's grade point average.

A full-time course load for graduate students at Lake Forest College is four courses per year, but M/LS students are not required to take any minimum number of courses a year to remain in the program. Part-time students are encour-

aged. Since most of the participants in the M/LS program hold full-time jobs or have other responsibilities, graduate students typically take one course per semester during the regular school year, with the possibility of taking summer school courses as well. There is no penalty for not taking a course each term and there is no arbitrary limit on how long a person may take to finish the program.

Interdisciplinary Seminars

The interdisciplinary seminars at the core of the M/LS program center on important issues viewed from the perspectives of several scholarly disciplines. These seminars are team-taught by faculty typically representing the humanities, the social sciences, and/or the physical sciences, with additional faculty often brought in for their special expertise. Students enrolled in the M/LS program are expected to take one of the interdisciplinary seminars during their first term at the College. In a term when no interdisciplinary seminar is offered, the student may, with the permission of the M/LS Committee, begin the program with an elective course, but no student will be granted admission to candidacy until having successfully completed an interdisciplinary seminar.

The seminars meet once a week for a semester (15 weeks) and carry four hours of graduate credit. Requirements for the seminar include a substantial research paper on a topic related to the subject of the seminar, chosen by the student in consultation with the instructors. The interdisciplinary seminars listed below have been offered in past years. Additional seminars on new topics are added to the curriculum frequently.

510 Darwin: His Impact on His World and Ours

Darwin and Darwinism are studied not only by an examination of the scientific and social scientific concepts of evolution and the worldview that Darwinism replaced, but by such ramifications of this new perspective as the religious response to Darwin's theories; the ways in which social science and popular thinkers used the prestige of scientific theory to justify contemporary business practices; the impact of Darwinism on literature (realism and naturalism); scientific developments since Darwin and the manner in which the study of genetics has confirmed and modified Darwin's theories; and the new sociobiology, the genetic and cultural-evolutionary determination of human behavior.

514 Public Policy and the Environment

The seminar will examine a number of important matters: the historical background of current environmental issues; alternative ways of conceiving of the relationship of humankind and the natural world; the complex issues created by the need to reconcile environmental with other social goals such as economic growth and the development of energy resources; consideration of international law and organization as a means of protecting the ozone layer and preventing global warming; and analysis of the consequences of population growth.

516 The Idea of Law

Universal and crucial as is the idea of "law," the concept can mean different things in different contexts and applications. For example, is the term used the same way in the natural and social sciences? How does "natural" law differ from "positive" law? While literature does enlarge our understanding of law in these several senses, how do letters, as well as the other arts, themselves reflect their own "rules"? And do new theories of literary criticism along with chaos theory, so current, challenge older assumptions of order and meaning?

518 Intellectual Revolutions of the Turn of the Century

At the beginning of the new century, it is illuminating to look back at the intellectual revolutions associated with the turn of the previous century, which shaped so much of the culture of our time. In the unsettled years around 1900 new aesthetic visions emerged in the arts, while intellectuals and scientists developed radically new ways of thinking about the natural and social worlds and about human nature. These amounted to a series of profound intellectual revolutions that worked their way down into the general consciousness in the years after World War I. Against the background of fin de siecle intellectual malaise, we will examine the contributions of major thinkers who have had decisive influence on our worldview, including Freud, Einstein, social thinkers, and avant garde artists and writers who helped create the new sensibility of modernism.

520 The Mind and the Brain

The brain has been called an amazing "enchanted loom." Can our knowledge of the physical brain help us understand our thinking selves, our emotions, and other mental processes and, conversely, can a good understanding of the human mind (rational, spiritual, and creative) illuminate our study of that physiological brain? How do personality and intellect develop over one's life? How does the brain develop, and how might this marvelous organ of consciousness have evolved? Will its capabilities ever be duplicated by computers? Do we have inborn "social instincts"? Further, we shall examine intelligence assessment; psychological and medical approaches to mental illness (with case studies of selected individuals such as Hitler and Woodrow Wilson); gender differences; and the processes of seeing and hearing, bodily movement, memory, sleeping, dreaming, and creativity.

522 The Eighteenth Century: Evolution of a New Worldview

The Scientific Revolution of the 17th century transformed the intellectual climate of European civilization. In the century that followed, many argued that the rational methods of natural science could be applied to philosophy, religion, politics, aesthetics, and society. The impulse to Enlightenment was challenged by a generation of writers and satirists who, while often introducing new styles of poetry and prose, defended traditional humanistic values. From this tension between old and new, continuity and change, emerged a modern worldview. This seminar will explore eighteenth-century culture in a variety of its manifestations, including science, literature, the arts, religion, and politics.

524 Ways of Knowing

We know many different things but we also know in many different ways. The poet and the biologist know trees in distinctive manners. What is the basis for scientific knowledge? How can we know the past? What kinds of knowledge are the province of literature and the arts? The seminar will explore several of the ways in which we know, concentrating on the scientific, the historical, and the literary.

530 War and Peace: Conflict and Human Nature

War is as old as human history, but it is no older than the profound desire for peace—a duality in human nature that has intrigued writers, philosophers, historians, psychologists, and, more recently, filmmakers. The seminar will provide insights into our complex attitudes toward war and peace as we consider such topics as heroic warfare in the Classical Age (even then challenged); patriotism and the warrior king; World War I in literature, history, and film; gender and war; genocide; the "banality of evil"; the contemporary "humor of despair"; and theories of conflict resolution.

532 Sex and Gender in Nature and Society

An interdisciplinary exploration of sex and gender, with emphasis on the perspectives of biology, history, literature, and the other arts. We will examine the biological bases for differences between males and females and how evolution shapes sex roles in animal societies. While science can tell us about sex, gender is a socially and culturally constructed category. We will consider the social and cultural differences between males and females and how gender and sex affect the social roles of men and women. How, if at all, have gender roles changed in the process of historical development? How does culture construct gender and in what ways can literature and art illuminate aspects of gender?

536 Meetings: East and West

Encounters between cultures play a significant role in world affairs, but they are nothing new. Using important exchanges between the East (represented by China and Japan) and the West (Europe and the United States), this seminar examines how cultures form perceptions of each other and how the perceptions, once formed, determine the meanings of the encounters. Among the encounters: Marco Polo's China; Christianity in the East (Matteo Ricci in China, missionaries to Japan); Europe's understanding of Confucianism and the development in the arts of chinoiserie (eighteenth century) and japonisme (nineteenth century); the transcendentalists and the Orient; the adaptation of Western political institutions in Meiji Japan; China's "century of humiliation" by both the West and Japan (1840s–1940s); and interactions between East and West since World War II.

538 Ethics and Life

Do ethical standards emerge from feelings or from reasoning or from abstract principles? Do facts or theories about human nature tell us what kind of people we should be? What are the relations between ethics and law, and self-interest, and religion? Often, we are prompted to face such matters in response to sudden turmoil (e.g., when courts deal with another case of assisted suicide). We can learn much about the demands of ethics through reflection on difficult cases, but we can miss much as well. Thus, in

addition to examining a number of current ethical controversies, we consider fundamental questions of what we should strive for, what kind of people we should be. Reflections on ethics concern not only how we draw the line between right and wrong but what we ought to aspire to in our efforts to lead the good life.

540 Cinema and Society
Cinema exerts a powerful influence on society: It not only reflects and comments on social concerns but may actually create them. Through careful analysis of films—classic as well as recent—and related texts, the seminar will explore varying representations of such themes as nation, gender, class, and race from literary, socio-scientific, and artistic perspectives.

542 Images of Human Nature
Our understandings of ourselves—what we are and perhaps what we wish to be—are defined, consciously or unconsciously, by particular images of human nature. Such images and perspectives are themselves shaped by a range of influences from long-time cultural traditions to new ways of thinking created by intellectual "revolutions." Among the various models or definitions of human nature to be examined are the heroic, the mechanistic, the animalistic, and the irrational. Readings for the seminar will be drawn from classical and modern literature, philosophy, religion, and history as well as psychology and other social and biological sciences.

544 Building Chicago
Chicago's story can be traced by examining the unique relationship between its people and the city they built. In 1820, the site contained a fort, a few dwellings, a handful of people, and limited prospects. By 1900, Chicago was the home of the skyscraper and headquarters for many of the nation's largest businesses, with a population close to 2 million at the vital center of the continent. At the beginning of the twenty-first century, the Chicagoland area covers nearly 10,000 square miles, with a population close to 8 million and commercial interests that reach around the globe. By "reconstructing" Chicago and examining its unique architectural achievements, how the city expanded, and why it looks the way it does, the texture of the city's history and culture is revealed.

546 Religion: An Interdisciplinary Approach
Religion has been a cultural universal in the past, and remains a constant in our current societies. Some of the questions that this cross-disciplinary seminar aims to explore are as follows: What is religious experience? How does it interact with other facets of our psychological, sociological, economic, and cultural life? What was its role in traditional societies? What is its future? We shall look at religion from the perspectives of theologians, philosophers, psychologists, and social scientists. Some of the classics we intend to cover include the works of Huston Smith, Abraham Heschel, Rudolf Otto, Sigmund Freud, C.G. Jung, William James, Max Weber, and Robert Bellah.

548 Romanticism: Self and Society
The Romantic era (ca. 1780–1830) is often considered to be a period of revolution, not only in the realm of politics, but also in the realms of literature, music, the visual arts, and the sciences. This seminar examines the evolving relation of self and society through five of the most dramatic decades of modern European and American history. Discussions will include works by such luminaries as Goethe, Rousseau, Blake, Schiller, Byron, Emerson, and Mary Shelley as well as excursions into the fields of music, painting, and science. Assignments include a short paper on either Wordsworth or Coleridge and a long research paper on a topic selected by each student in consultation with the instructors.

550 Latin America: Economies and Cultures
An interdisciplinary study of the historical development of Latin American societies, highlighting the magisterial artistic achievements of Latin American writers and film directors and focusing on the links between economic change (e.g., modernization), socio-political events (e.g., dictatorship and democracy), and artistic production. Part of the focus will also be on economic issues directly bearing on literature and cinema, such as the economic crisis of the 1980s and the market reforms of the 1990s. Literary texts and films will be treated as complex aesthetic objects whose language does not merely photograph socio-historical reality, but transfigures it. Seminar materials will include readings on economic development, politics, and literature, as well as videos, which will be placed on reserve in Donnelley Library.

Electives
Candidates for the M/LS degree are required normally to take four elective courses. These courses, chosen from the regular Lake Forest

curriculum in consultation with the faculty advisor, should represent a number of different disciplines. Electives are selected on the basis of a student's previous academic background and current needs and interests. Only courses at an advanced level will be accepted for graduate credit. Students may, of course, take an introductory-level course to prepare themselves for further work in a particular field, but such a course will not count toward the M/LS degree. In some cases, a student may be asked to do some independent reading in order to prepare for an upper-level course.

In order for an elective course to earn graduate credit, students are required to do additional work beyond that required of undergraduates. The additional or alternative work, an intensification or expansion of the regular work of the course, is to be defined by the instructor according to guidelines established by the M/LS Committee. It is most often an advanced research paper or creative project, or an investigation of subjects beyond the regular syllabus; in either case emphasis should be on the relationship of the material of the course to other fields. Credit toward the M/LS degree will only be given for elective courses in which a student earns a B or higher grade.

Once a student is admitted to candidacy, the M/LS Committee may approve the transfer of graduate courses from an accredited college or university toward meeting the elective requirement. Only those courses in which the student has earned a grade of B or higher and that fit into the liberal arts definition of the M/LS program can be considered for acceptance in transfer. Normally, the Committee will accept in transfer no more than the equivalent of two Lake Forest College graduate courses.

Ninth Credit Options
1) Master's Thesis/Project
The Master's Thesis/Project is an independent interdisciplinary undertaking of some 75–100 pages in length. Whether a research study or a creative effort, its purpose is to demonstrate the student's ability to read or to conceptualize, broadly and intelligently, from a number of different disciplines, to integrate this interdisciplinary understanding, and to draw independent conclusions or to create an artistically cohesive work. In contrast to a conventional master's thesis, the emphasis is not so much on original research in primary sources as on the mastery and integration of disparate materials. The M/LS Committee values the learning experience provided by the final project, regarding it as a capstone for a graduate liberal studies program, and encourages students to choose this option.

The Master's Thesis/Project is a single course unit encompassing both preparation for the work and its completion. During work on the project the student will meet regularly with a member of the faculty who serves as project advisor. Following a preparatory phase of the work, the student will submit a formal project proposal including an extended statement of the problem to be examined, an annotated bibliography, and a statement of how the student plans to proceed on the project. Approval of the prospectus by the M/LS Committee is required. At that time the Committee will appoint an examining committee broadly representative of the disciplines that bear on the topic and these faculty members may be consulted by the student as work on the project progresses. Included on the examining committee will be one of the Program directors and, at least, one individual from the faculty at large.

This final project should be completed in two years. If it is not completed in the allotted time, the student will be given a grade of PR. The student may later reregister (and pay tuition) for the project, with the earlier grade of PR removed from the transcript after successful completion of the project. If the work is not completed within five years after the student's original registration for the project, normally the grade of PR will automatically turn into a grade of NC.

When the project is completed, the members of the examining committee will read the project report and conduct an oral examination of the student. The committee may recommend that the project be accepted or rejected, or that the student do additional work to bring the report to an acceptable level.

2) Ninth Course and Course Paper/Project
This option requires the student to take a ninth course and in addition to prepare an expanded term paper (or creative project) of 35–50 pages. This project may be one done for the ninth course or be an extended version of one prepared for an earlier course. As is true of all M/LS course work, this project should be interdisciplinary in scope. Normally it is to be completed during the semester following the ninth course and evaluated by two appropriate faculty members as well as one of the Program directors.

Admission
See under Admissions for information regarding admission to the Graduate Program.

Graduate Tuition and Expenses; Tuition Grants

Application Fee	$20.00
Tuition per Course (with grants-in-aid of $500 available)	$2,200.00

Teacher Grants: up to 50% of tuition for full-time elementary and high school teachers

Refund Policy
When students withdraw from the M/LS seminar, refunds will be made according to the following schedule (less a $100 nonrefundable fee):

Seminar Meetings Completed	Refund
1	90%
2	80%
3	70%
4	60%
5	50%
6	40%
7 or more	0%

When students withdraw from elective courses, refunds follow the prorated schedule for regular undergraduate courses. (See Undergraduate Tuition and Expenses.) All undergraduate courses are regarded as beginning on the first day of the term, and the amount refunded diminishes by 10% every week.

All financial policies detailed under Undergraduate Tuition and Expenses apply to the Graduate Program in Liberal Studies.

AFRICAN AMERICAN STUDIES

Associate Professor Judy Massey Dozier (Chairperson)

Associate Professor Paul Orogun

Associate Professor Mark B. White

AFRICAN AMERICAN STUDIES MINOR

(No major is currently available.)
Developed by the late Associate Professor in English Dr. Judith Harmon, this interdisciplinary minor, undertaken in conjunction with a regular major, allows students to study the national and international aspects of African American experiences. In addition to the traditional disciplines of literature, history, music, and politics, the focus of this minor may also include the areas of biology, communications, economics, philosophy, psychology, or sociology.

The African American Studies minor provides important insights for students planning a career in communications, education, international studies, law, journalism, business, social work, and politics. In addition, this course of study offers the intellectual preparation for those planning to continue their education on the graduate level.

Minor requirements:
African American Studies 110
Introduction to African American Studies

African American Studies 216
African American Literature I

Three electives selected from courses listed in the program

Independent Research Project to be approved by the African American Studies Committee or Afam 420 Senior Seminar

110 Introduction to African American Studies
This course provides an overview of African American history and culture. Topics include major events, persons, and issues spanning the period from the African heritage to contemporary times. Students survey the evolution of African American expressive culture in music, literature, film, art, and dance. The course includes lectures, discussions, and video presentations. (Meets GEC Cultural Diversity Requirement.)

216 African American Literature I
A study of slave narratives and contemporary revisions. Includes works by Equiano, Douglass, Delaney, Jacobs, Morrison, Johnson, and Williams. (Cross-listed as English 216. Meets GEC Cultural Diversity Requirement.)

420 Senior Seminar
This seminar on Rhetoric and the Civil Rights Movement may be taken to complete the African American Studies minor. This course requires a major research project.

Minor
Communications 280
(African American Communication)

English 217
(African American Literature II)

English 218
(Blues Women in African American Literature)

English 310
(Introduction to the African Novel in English)

English 325
(Black Literature of the 1960s)

English 351
(Junior Colloquium. Content varies depending on topic. Fulfills minor only when topic emphasizes African American experiences.)

French 401
(Special Studies: The Role of Women in African Literature of French Expression)

History 250
(The American Civil War)

History 255
(African American Autobiography)

History 256
(Race and Racism in America)

History 361
(Advanced Topics in African American History)

Music 110
(Jazz Ensemble)

Music 219
(African American Music)

Music 227
(History of Jazz)

Politics 212
(Politics of the Third World)

Politics 214
(The Politics of South Africa)

Politics 217
(African Politics)

Politics 223
(Urban and Suburban Politics)

Politics 318
(Topics in Comparative Politics: Women in the Third World)

Politics 328
(Topics in American Politics: Race)

Psychology 205
(Stereotypes, Prejudice, and Discrimination)

Sociology and Anthropology 361
(Cultural Anthropology)

AMERICAN STUDIES

Professor Steven Rosswurm

Associate Professor Judy Massey Dozier

Associate Professor Bernice E. Gallagher

Associate Professor Benjamin Goluboff

Associate Professor Donald Meyer

Associate Professor Siobhan Moroney

Associate Professor Christopher Reed

Assistant Professor Davis Schneiderman (Chairperson)

Associate Librarian Corrine L. Stevens

American Studies, the oldest interdisciplinary major in American higher education, examines the relations among institutions, ideas, and the artistic imagination within the American experience. The student acquires a command of the history, literature, and political institutions of the United States and chooses, according to interest, additional studies among the allied fields of art, music, philosophy, religion, sociology, and economics. The aim of the program is not merely for the student to collect course offerings related to the United States from various departments, but to be able to synthesize the American experience through multiple methods of inquiry.

MAJOR REQUIREMENTS

The major consists of the following 12 courses:

At least one American Studies 200 (topics vary).

One course in American politics.

Two courses in American history; one must be at the 300 level.

One course in American literature.

One course in American art or music.

American Studies 480: Senior Seminar in American Studies (topics vary)

Five other courses, selected with advisor approval, emphasizing American Studies, including independent studies and senior theses when appropriate.

Two courses toward the major must deal with issues and materials related to African American studies.

MINOR REQUIREMENTS

The minor consists of the following seven-course sequence:

American Studies 200 Topics in American Studies (topics vary)

Two courses in American history; one must be at the 300 level.

Two courses in American literature

Two other courses in American subjects at the 200 level or above, selected from American Studies, art, economics, English, history, music, philosophy, politics, religion, or sociology and anthropology, or independent study. One course toward the minor must deal with issues and materials related to African American studies.

200 Topics in American Studies

Topics vary from year to year.

480 Senior Seminar in American Studies

Topics vary from year to year.

223 and 480 The American Avant-Garde: 1960–80 (Spring 2004)

This course will survey the aesthetic progression of these tumultuous decades in terms of cultural production that was situated outside of the "mainstream." Combining perspectives from the worlds of art, music, and literature with the social history of the times, this seminar will offer new insights into the place of the counterculture artist in American society. Topics will include but will not be limited to: underground publishing/graphics, jazz, Pop Art, the Black Arts movement, feminist art and literature, and the arts associated with resistance to the Vietnam War. (American Studies 223 meets GEC Cultural Diversity Requirement.)

PREVIOUS AMERICAN STUDIES COURSE TOPICS

America in the 1930s
This course is an interdisciplinary exploration of American culture and society in the 1930s. Among the topics to be discussed are political radicalism, federal arts projects, literary movements such as naturalism and modernism, popular culture, labor organizing, and period journals such as *The Partisan Review* and *The New Masses*.

America in the 1960s
This senior seminar is an examination of a critical period in American history from the multidisciplinary approach of American Studies using such diverse materials as novels, poetry, biographies, art, music, and descriptions of social, political, and economic conditions. The principal topics covered will be the Civil Rights Movement, the Vietnam War, the counterculture, and the War on Poverty.

Building Chicago: Architecture and a City's Growth
No single approach can possibly encompass the immense scope or complex diversity that has marked the development of Chicago as an urban metropolis. It becomes feasible to reconstruct the story of the city, its different stages of growth and myriad of historical, political, literary, and economic influences. We may do so by focusing on the city as a construct and using its architecture as a visible means to launch an examination of the various components of Chicago's constantly shifting profile.

Race and Racism in America
This course will examine race and racism as subjects of controversy in American history from the interdisciplinary perspective of American Studies. How did the experience of slavery shape American attitudes toward race? What was the legacy of slavery in the post-emancipation years? How have our political and judicial systems dealt with race and racism?

Realism and Modernism
This interdisciplinary course will explore the traditions of realism and modernism in American literary and visual arts between 1865 and 1939. We will examine, in their historical and cultural contexts, representations of American life in fiction, poetry, painting, photography, popular prints, and architecture. Methods of literary analysis and art history will encourage students to think critically about the various capacities of texts, images, and the built environment to give focus to changing perceptions of modernity in America.

Other past offerings: Mark Twain and His Era, America in the 1890s, Nature in American Life, The Jewish Experience in America, Regions of America.

AREA STUDIES

Professor Rand Smith

Associate Professor Carol Gayle (Chairperson)

AREA STUDIES MAJOR

The Area Studies major offers the opportunity for close study of a region or country outside the United States—for example, Africa, Central Europe, the Middle East, or Russia and the countries of the former Soviet Union. The interdisciplinary approach allows the student to achieve a rich understanding of a society by study of its history, politics, economy, and culture. Students are attracted to the major by intellectual curiosity about other nations and cultures as well as by vocational interests such as careers in the foreign service, overseas business, international organizations, teaching, and in governmental or paragovernmental agencies concerned with ecology, health, population, or foreign trade.

Because of the wide range of possible concentrations within the major, each student works out an individual study plan in consultation with an Area Studies advisor. The study plan must include examination of the following aspects of the chosen area: history, social structure and social dynamics, economy, political system, and culture. Where instruction in the language appropriate to the area is offered on campus, proficiency in that language is required. Each major is required either to write a senior thesis or to complete an approved program of study abroad in the region of specialization. All concentrations within the major require a minimum of 11 course credits, and some require more. Some of these credits may be independent study (tutorials and research projects, including the senior thesis) or may be language courses at the intermediate level or above (beginning with third-semester college-level courses). Study-abroad opportunities include Lake Forest College foreign programs and programs of the Associated Colleges of the Midwest as well as other approved programs. Students are encouraged to consult with members of the Area Studies Committee regarding appropriate study plans, courses, and foreign programs.

Examples of possible Area Studies concentrations:

African Studies
Combines courses in politics, economics, history, literature, sociology and anthropology, and religion.

European Studies
Combines work in a language (e.g., French, German, Spanish) with courses in history, politics, literature, art, economics, or philosophy.

Middle Eastern Studies
Combines courses in politics, economics, and religion with work in history and sociology and anthropology.

Russian and East European Studies
Combines courses in history, politics, economics, and literature.

AREA STUDIES MINOR

An Area Studies minor requires the same range of courses covering a country or region as for the major, minus the thesis and foreign language requirements. A minor must include at least six courses on the history, social structure, economy, political system, and culture of the chosen area of study, such as Africa, the Middle East, or Western Europe. These six courses, as in the case of the major, may be taken as tutorials or programs of study abroad, but at least one course must be at the 300 level or above. The courses are to be chosen in consultation with members of the Area Studies Committee.

ART

Professor Ann M. Roberts
Ancient Medieval and Renaissance Art History.

Associate Professor Karen Lebergott
Painting. Drawing. Elements of Design.

Associate Professor Christopher Reed (Chairperson)
Nineteenth- and Twentieth-Century Art History.

Assistant Professor Tom Denlinger
Photography. Sculpture. Computer Imaging. Elements of Design.

Lecturer Cheryl Bachand

Lecturer Paul Erschen

Lecturer Mary Lawton
Asian Art.

Lecturer Arthur Lazar
Photography.

Lecturer Martina Nehrling

The mission of the art department is to lead students to deeper awareness of the role of the visual arts in culture, both historically and in the present moment. Through courses in both art-making and art history, our curriculum fosters skills in critical reading and analysis, in the interpretation of and communication with visual forms, and in the clear expression of ideas through a variety of visual and verbal media. The art history classes investigate the art forms of diverse historical eras and topics, while the studio art classes encourage the thoughtful use of a broad range of techniques to express complex ideas.

Because the visual has been and remains such a central realm of human communication and self-expression, the study of art is an important component of the liberal arts education. Whether in the making of art or in the interpretation of the visual arts, the study of art has much in common with other humanistic disciplines. Art history is, at its core, a branch of history and shares the concerns and methodologies of that discipline, yet it also shares many of the concerns of literary studies in that it often focuses on the self- consciously creative manipulation of themes, symbols, and narrative. Studio art finds its closest parallels in writing courses, for both aim to develop students' creative faculties in relation to the history of the discipline. At the same time, the physical, material qualities of art bring its study and creation close to the procedures in the physical sciences, where knowledge is formed through experimentation with physical materials. This experimental quality in the making and study of art links it to the study of philosophy; indeed, art can be seen as the application of the theories of aesthetics that are the concern of many philosophers. Recognizing the fundamentally interdisciplinary nature of the study of art, the art department welcomes students from across the College to its courses and encourages its own students in interdisciplinary study.

ART MAJOR

Students may major in the department in one of two ways. They may major in art history by taking courses in that area with a minimum of two required courses in studio art, or they may choose to major in studio art, which equally entails the study of art history. The two possible tracks are designated art history and studio art.

Freshmen considering a major in art should sign up for either Art 110 or Art 130, as these are both entry-level courses required of all art majors. Art 130 is a prerequisite for most other studio art courses in the department, except for Art 131 and Art 132. Art history courses numbering 110 and 200 to 224 have no prerequisites; however, majors in the department are advised to take Art 110 early in their programs, as this course improves their skills for later courses.

Art History Track

A minimum of nine credits is required. Art 110 is the first course that students choosing the art history track should take. This course provides a general framework for study of the discipline of art history. It is required for majors. To gain exposure to the processes of visual thinking, students in the art history track must take at least two studio art courses, of which Art 130 and Art 131 are the usual choices.

Courses numbered in the 200 range are usually period surveys, which do not carry prerequisites. These courses cover major periods of Western art history and also offer introductory coverage of non-Western cultures. Art history majors must pass at least three courses from this group.

Courses in the 300 range are more intensive studies of individual problems or topics; students are required to take at least one course at this level.

Art history majors planning to go on to graduate study are advised to acquire a reading knowledge of at least one foreign language, preferably French or German.

To satisfy the Senior Studies Requirement, art history majors will either take a senior seminar or prepare a senior thesis.

Studio Art Track

A minimum of nine credits is required. Art 130 is the recommended first course for students choosing the studio art track; it is a requirement for studio art majors. Studio art majors also take Art 131 and four more studio art courses. Studio majors must also take Art 110 and two other art history courses, of which one must be either Art 218 or Art 360.

To satisfy the senior studies requirement, studio majors will normally take the senior seminar in studio art. Exceptional students may be permitted to undertake a senior project in art.

ART MINOR

As with the major, the art department offers a minor in two tracks. The minor requires six courses. The art history minor requires Art 110, 130, one more studio art course, and three other art history courses; the studio minor requires Art 110, Art 130, one additional art history course, and three more studio art courses.

110 Introduction to the Visual Arts

This course introduces students to the subjects of art history and the questions and methods used in the discipline; the course considers basic issues, such as how one sees and interprets a work of art, but also explores how art is defined and how it works in culture. A principal aim of the course is to give students the opportunity to analyze and write about works of art. This is the recommended first course in art history and is required of majors.

112 Introduction to Visual Communication

This course will examine forms of visual communication outside the traditional fine arts of painting and sculpture. It will concentrate primarily on the history and theory of graphic design, advertising, and propaganda, with consideration of both static and moving images. No prerequisites.

130 Studio Art: Elements of Design

Introduction to basic design problems in various two- and three-dimensional techniques and media. A prerequisite for most other courses in studio art.

131 Studio Art: Drawing

This introductory course exposes the student to a variety of drawing tools and techniques. The course focuses on the development of observational skill and on hand-eye coordination. Students learn the basics of value, line, and composition. The course stresses the development of a visual vocabulary and critical skills to express ideas in extended drawings. All drawing will be done through observation of the real three-dimensional world. Emphasis will be on developing a drawing. Students will participate in group critiques and will be exposed to ideas and techniques through slide lectures.

132 Studio Art: Creative Photography

An introductory course in the techniques and aesthetics of photography, dealing with the fundamentals of camera and darkroom procedures and study of the expressive possibilities of the medium.

150 The Bloomsbury Group: A Study in Intellectual Community

This course focuses on the important early twentieth-century community of British intellectuals known as the Bloomsbury group. Composed of novelists (Virginia Woolf and E. M. Forster), painters (Duncan Grant and Vanessa Bell), art critics (Roger Fry and Clive Bell), an economist (J. M. Keynes), a political activist and commentator (Leonard Woolf), and a historian (Lytton Strachey), Bloomsbury offers an excellent introduction to the range and interconnection of the liberal arts. The course looks at how, through all of its activities,

Bloomsbury sought to create new and specifically "modern" forms appropriate for the twentieth century. Students also consider reasons for the often intense controversies over the group today.

151 Ideals of the American Home and Suburb
The concept of home and shelter in American culture suggests powerful and sometimes contradictory beliefs about family, work, recreation, nature, and community. In particular, the single-family, suburban house has represented an influential part of the American dream. This course traces how the American suburb changed in shape and meaning from the enclosed, country-like retreats and elegant neighborhoods of nineteenth-century small towns to the sprawling, uniform, and borderless place of twentieth-century America's "edge cities." Through texts, individual and collaborative projects, critical essays, field trips, and a travel journal, students explore the mythology of the American home and suburb.

202 Greece in the Bronze Age
See Program in Greece and Turkey under Undergraduate Curriculum for course description. Offered only in Greece and Turkey. (Cross-listed as Greek Civilizations 202 and Sociology and Anthropology 202. Meets GEC Cultural Diversity Requirement.)

203 Greece in the Classical-Roman Ages
See Program in Greece and Turkey under Undergraduate Curriculum for course description. Offered only in Greece and Turkey. (Cross-listed as Greek Civilizations 203 and Sociology and Anthropology 203. Meets GEC Cultural Diversity Requirement.)

204 Greece in the Byzantine-Medieval Ages
See Program in Greece and Turkey under Undergraduate Curriculum for course description. Offered only in Greece and Turkey. (Cross-listed as Greek Civilizations 204 and Sociology and Anthropology 204. Meets GEC Cultural Diversity Requirement.)

205 Japanese Art and Culture
The course focuses on the history of Japanese art from neolithic to modern times, with emphasis on the art forms of the major periods and their relationship to social, political, and religious developments. (Cross-listed as Asian Studies 205. Meets GEC Cultural Diversity Requirement.)

206 Chinese Art and Culture
This course examines the history of Chinese art from the Bronze Age to the present with emphasis on the major art forms and their relationship to contemporary social, political, and religious development. (Cross-listed as Asian Studies 206. Meets GEC Cultural Diversity Requirement.)

210 Ancient Art
Painting, sculpture, and architecture of ancient civilizations of Egypt, Mesopotamia, Greece, and Rome.

211 Medieval Art and Architecture
A survey of European art from the era of Constantine (ca. 400) through the Gothic period, about 1300.

212 Italian Renaissance Art
An introduction to Italian art from the late Gothic period until the Reformation, ca. 1300 to 1600.

215 European Art, 1600–1750
An introduction to European art during the seventeenth and eighteenth centuries.

217 Nineteenth-Century Art
Introduction to art and architecture in Europe and America from the neoclassicism associated with the French and American revolutions to the Impressionist and Post-Impressionist avant-gardes. Course readings emphasize the relationship of art to other social movements. Students tie classroom study to the collections of area museums.

218 Twentieth-Century Art
Introduction to European and American art from Post-Impressionism to Postmodernism. Course readings reveal competing constructions of this history that is still in the making. Students tie classroom study to the collections of area museums.

219 American Art
The visual arts in North America, covering painting, sculpture, architecture, and the applied domestic arts, from the Colonial period to the present.

220 History of Architecture
Evolution of architectural style and thought from antiquity to the present.

221 Modern Architecture
This class will examine the history of architecture from the late nineteenth century to the late twentieth century. Students will be introduced to architectural terminology and techniques for analyzing architecture. They will also study the major trends in architectural design in the twentieth century, the issues faced by architects, and the social and functional problems that architecture is designed to solve.

223 Northern Renaissance Art
Arts of the Netherlands, France, Germany, and Spain from ca. 1350 to ca. 1550.

224 The History of Prints
The graphic arts of the Western tradition, from about 1400 to the twentieth century.

225 History of Architecture in the American Landscape
Using the metropolitan landscape of Chicago, this course seeks to engage students with the design problems and cultural implications of planning, patronage, style, and technology that have characterized American architecture and the profession of architect from the seventeenth century to the present. Prerequisite: Art 110 or permission of the instructor.

226 Colonial Latin American Art
This course will consider the arts of Central and South America from the conquest to independence (ca. 1500–1850) and explore the intersections among art, culture, and power in the specific conditions of Colonial Latin America. (Cross-listed as Latin American Studies 226. Meets GEC Cultural Diversity Requirement)

230 Studio Art: Painting
This course is designed for the beginning student in oil painting. The emphasis in this course is on the description and analysis of the world around us. Students will learn the basics of color theory, color mixing, how to prepare and stretch a canvas, how to use and mix paint, and different techniques for various effects using brushes, rags, and palettes knives. Emphasis will be on value and depth and their relationship to color. Students must have experience in drawing with value. Students will participate in group critiques and will be exposed to ideas and techniques through slide lectures. Prerequisite: Art 131.

231 Studio Art: Figure Drawing
This course is designed to give advanced students an opportunity to develop their ability to draw and interpret the human form. Working from the model, students will explore a variety of techniques including gesture drawing, studies of volume and mass, and contour and cross-contour drawing. Prerequisite: Art 131 or permission of the instructor.

232 Studio Art: Advanced Photography
Advanced work with camera and darkroom. Prerequisite: Art 130 and Art 132 or permission of the instructor.

233 Studio Art: Sculpture
This course explores the nature of sculptural space in contemporary society. Using materials such as clay, plaster, wood, and found materials, students will consider the formal and expressive possibilities of three-dimensional forms and their relationship to the spaces in which they are installed. Prerequisite: Art 130.

320 Landscape and Representation
This course explores the many moments in human history when landscape is a subject for representation. Drawing from a wide range of chronological periods and cultures, the course will examine how the natural environment is depicted, for which audiences it is depicted, the artistic strategies by which landscapes are achieved, and the many meanings and associations that accompany the production of landscape imagery. Prerequisite: one art history course or permission of the instructor. (Cross-listed as Environmental Studies 320.)

322 Site, Sight, Insight
This course will explore the concept of the natural in the history of art and in contemporary art making. Students in the course will look at a variety of sites and analyze both verbal and visual responses to them. Topics will include landscape painting, earth art, urban design, landscape architecture, Native American land use, and many other issues having to do with landscape and human interactions with nature. The class will combine art making with evaluating texts and writing about the natural world. Short field

trips to local sites and a long field trip over spring break to the Southwest required.

325 Women, Art, and Society
This course considers the contributions of women artists to the Western tradition of art making and examines the way art in the Western world has used the figure of woman to carry meaning and express notions of femininity in different periods. Prerequisite: one art history course. (Meets GEC Cultural Diversity Requirement.)

326 Gender, Identity, and Modern Art
From the Victorian Age to the current day, communities of artists and critics have defined themselves in opposition to the dominant norms of maleness and heterosexuality. This course examines two identities invented by the Victorians—"feminist" and "homosexual"—and traces their development in an influence on the visual arts. Prerequisite: one art history course. (Meets GEC Cultural Diversity Requirement.)

330 Studio Art: Painting
Advanced work in painted media. Prerequisite: Art 230.

331 Studio Art: Drawing
Advanced work in the media of drawing. Prerequisite: Art 231.

333 Studio Art: Sculpture
Advanced work in sculptural media. Prerequisite: Art 233.

335 Mixed Media/Materials and Techniques
This class will focus on the interaction of various media and their application in both two and three dimensions. The class will emphasize a variety of materials and techniques; students will use collage and various other techniques such as monoprinting, transfer techniques, and work with found objects. Emphasis will be on unorthodox methods. Students will work with a variety of materials while developing ideas and exploring visual methods to create formally and conceptually coherent works of art. Critiques and slide lectures will be included. Prerequisite: Art 131.

341 Introduction to Computer Imaging
This course will survey and explore the basic concepts of two-dimensional image making in the electronic realm. Applications used include Adobe Photoshop, Adobe Illustrator, and QuarkXpress. An important theme will be the use of computer technology to generate visual points of view and to use this technology to express precise thoughts through image and text. Prerequisite: Art 130 and computer literacy.

342 Advanced Computer Imaging
This course explores the computer as a tool to enhance the image-making process. While Art 341 focuses on issues of construction and representation in two-dimensional image manipulation, this course will allow students who are interested in a wide range of media to learn new approaches to art making using time-based media. Utilizing applications such as Dreamweaver and Final Cut Pro, the class will consider the ways artists can manipulate images and craft projects in video and web formats. Students will design and produce videos that will be burned onto tape or DVD as well as active Web sites. Prerequisite: Art 341 and one other studio course.

350 Museum/Gallery Practicum
This course combines study of the history and theory of art exhibition with field trips to Chicago-area museums and galleries, and culminates with the practical experience of planning and installing an exhibition in the Sonnenschein Gallery. Prerequisite: Art 110.

360 Contemporary Art
Focuses on the art of the late twentieth century, from about 1950 until the present day, to trace the development of contemporary artistic movements and expression.

481 Senior Seminar in Studio Art
The aim of this course is to provide a "capstone" experience for students majoring in studio art. The course allows students to reflect on why one makes art and to develop their own conceptual basis for making art. For 2003–2004, this course will explore art in Chicago and its relationship to current art issues. The course will stress issues that confront the studio artist, including professional practices. Students will divide their time between off-campus visits to Chicago-area museums, galleries, and artist's studios and the classroom. Classroom work will focus on readings and discussions of art practices and issues confronting the contemporary artist as well as on making connections between visits to sites in Chicago and the readings. Students will devise artwork that reflects some of these concerns. Prerequisite: senior standing in the major or permission of the instructor.

485 Seminar: Means and Methods of Art Historians
In-depth consideration of special issues, fields, or topics with careful attention given to questions of methods of investigation and the reporting of research. One option for senior majors to satisfy senior requirement for 2003–2004. An exploration of some of the principal methods used by art historians in their investigations of the visual arts including historiography, style and connoisseurship, iconography and iconology, social history, and other means of interpretation. Prerequisite: senior standing in the major or permission of the instructor.

490 Internship

492 Senior Project in Studio Art

494 Senior Thesis in Art History

Art Courses Offered Less Frequently

234 Studio Art: Landscape Painting
An outdoor, landscape/nature course involving the student in the observation of nature, transcribed through perceptual data, and resulting in painting and drawing. Prerequisite: Art 131 or consent of instructor.

327 Global Architecture and Urbanism of the Twentieth Century
This course examines twentieth-century architecture and city building in Asia, South and Central America, Eastern and Western Europe, the Arabian peninsula, Africa, and North America. Through local field trips and virtual communication with international architectural firms, the class will consider the issues at play in creating urban environments around the world. Prerequisite: Art 110 and one other art history course. (Meets GEC Cultural Diversity Requirement.)

ASIAN STUDIES

Montgomery Assistant Professor Shiwei Chen (Co-Chairperson)

Assistant Professor Marc Moskowitz (Co-Chairperson)

Assistant Professor Rui Zhu

Lecturer Catherine Benton

ASIAN STUDIES MAJOR

The major requires nine courses, from the following as well as the senior requirement (Senior Seminar, research project or thesis).

Three Core Courses, to be chosen from the following list

One of: History 200 (Origins of East Asia) or History 201 (Modern East Asia)

One of: Sociology/Anthropology 212 (Introduction to Chinese Culture and Society) or 215 (Introduction to Japanese Thought and Society)

Religion 217 (Religions of Asia)

Philosophy 275/Religion 223 (Asian Thought: China and Japan)

Two Language Courses

Two semesters of introductory Chinese/Japanese or other relevant Asian Language. Note: students who plan to pursue Asian Studies at the graduate level are strongly encouraged to take their language studies through at least the intermediate level.

Four Elective Courses, to be chosen from the following list

(with at least one course at the 300-level or above)

Art 205 (Japanese Art and Culture)

Art 206 (Chinese Art and Culture)

Business 340 (Asian Business Culture and Trade Relations)

History 200/201 (Origins of East Asia/Modern East Asia) depending upon which is taken as core

History 282 (Modern China)

History 286 (Modern Japan)

History 307 (Topics in East Asian History: Women in Modern East Asia)

History 309 (Problems in Modern Chinese History: Film and Reality)

History 310 (East Asia and the West)

Philosophy 110-4 (Introduction to Philosophy: Asian Thought)

Philosophy 282 (Visions of the Family: East and West)

Philosophy 305 (Comparative Philosophy: East and West)

Philosophy 410 (Major Philosophers) [when appropriate Asian content is included]

Philosophy 420 (Topics in Philosophy) [when appropriate Asian content is included

Politics 212 (Politics of the Third World)

Politics 215 (Asian Politics)

Politics 318 (East Asian Political Economy in Comparative Perspective)

Psychology 195 (Cross-Cultural Psychology) [when appropriate Asian content is included]

Religion 217 (Religions of Asia)

Religion 222 (Asian Thought: Hindu and Islamic Traditions)

Religion 250 (Introduction to Islam)

Religion 276 (Female Religious Images in Asia)

Religion 278 (Introduction to Buddhism)

Religion 279 (Hinduism and Narrative)

Sociology/Anthropology 212 (Introduction to Chinese Culture and Society)

Sociology/Anthropology 215 (Introduction to Japanese Thought and Society)

Sociology/Anthropology 281 (Gender Issues in China and Taiwan)

Sociology/Anthropology 302 (Sexuality and Society)

Sociology/Anthropology 373 (Chinese and Japanese Religion in Practice)

Intermediate and advanced Asian language classes

Relevant study abroad course work (e.g. ACM India and Japan programs; proposed Lake Forest College China program)

Courses that satisfy the elective requirement but are not listed here must be approved by the chair of the program in order to count toward the requirements of the major.

In addition to the nine required courses, majors will be required to complete either the Senior Seminar, a one-semester research project option or a 1-2 credit senior thesis option, as described below.

Senior Requirement

Asian Studies 490: Senior Research Project
Independent research plus regular student-faculty discussions of that research. Open to senior majors and others with permission of the chair.

Asian Studies 491: Senior Thesis
Senior thesis for 1-2 credits. Open to senior majors.

Senior Seminar

ASIAN STUDIES MINOR

The minor requires six courses from the Asian Studies Curriculum listed above under the major requirements. These six must include two core courses and one course or independent project at the 300 level or above.

274 Topics in Asian Studies: Global Engagement in Contemporary China

This course aims to help students develop their comprehension of East Asian civilization as a form of inquiry and understanding of the complexity of human affairs by focusing on contemporary China. It will provide students with in-depth exposure to Chinese culture, language, history, religion, society, and economy through a combination of classroom instruction and field experience in the destination country. Students who take this course will be required to complete a prerequisite study on campus during the spring semester, which prepares them for their on-site experience. A three-week trip to China will take place after the spring commencement exercise in early May. The College's Freeman Grant for East Asia Studies will provide students with financial aid to cover the major costs related with the trip to China. The uniqueness of the course lies in its format, in which students not only study the concept of curricular cultural diversity from textbook and distance, but also have the opportunity to examine historical and archaeological sites. They will also study the latest development of China's economic reform, thereby deepening their knowledge of a multiplicity of different culture and political systems. The course is most suitable for those who are seriously interested in Asian Studies, East Asian languages, and international relations. Students intending to enroll in this course should consult with the course instructor before registration. (Cross-listed as History 274, International Relations 274 and Philosophy 274. Meets GEC Cultural Diversity Requirement.)

490 Senior Research Project

Independent research plus regular discussions of that research in meetings of students and faculty. (Students registering for a research project over two semesters would register for regular research project credit in the semester without the colloquium.) Open to senior majors and others with permission of the chair.

491 Senior Thesis and Colloquium

Senior thesis project plus regular discussions of that research in meetings of students and faculty. (Students writing a thesis over two semesters would register for regular thesis credit in the semester without the colloquium.) Open to senior majors.

BIOLOGY

Professor Douglas B. Light
Animal and Human Physiology. Cell Physiology. Neurophysiology.

Associate Professor Anne E. Houde (Chairperson)
Behavior. Evolution. Ecology.

Associate Professor Karen E. Kirk
Molecular Genetics. Microbiology. Cell Biology.

Assistant Professor Diana K. Darnell
Developmental Biology. Neurobiology. Anatomy.

Assistant Professor Shubhik DebBurman
Cell Biology. Molecular Biology. Neurobiology.

Assistant Professor Caleb E. Gordon
Ecology. Ornithology. Conservation Biology.

Lecturer Ann B. Maine
Molecular Genetics. Cell Biology.

Lecturer Laura J. Panko
Vertebrate Paleontology.

Lecturer Lynn C. Westley
Physiological Ecology of Plants.

Lecturer Raymond Wiggers
Physical Geography. Historical Geology.

Associate Professor Emeritus Kenneth L. Weik
Botany. Freshwater Ecology. Marine Biology. Electron Microscopy.

Laboratory Supervisor Mary Cramer

The Department of Biology offers a broad background in modern biology while encouraging in-depth study in specific areas. A foundation of core courses—organismal biology, a first-year biology seminar, ecology and evolution, and cellular and molecular biology—prepares our majors for advanced courses in these primary areas. Intermediate and advanced course work, including senior thesis research and senior seminars, encourages intensive study in specialized aspects of biology. Department faculty members use modern instrumentation and molecular methods in teaching and research. The active laboratory and field research programs of the faculty involve students as collaborators and positively influence the quality of instruction. The rigorous training in modern biology offered by the department is excellent preparation for postgraduate studies at medical, dental, and veterinary colleges and for graduate programs in the biological sciences.

Beginning with the core courses, the department faculty members encourage independent learning by providing interactive classroom and laboratory experiences in an innovative curriculum. Student independence in learning is fostered by encouraging careful and critical reading of textbooks and journal articles, followed by discussion, debate, lectures, and analytical problem solving. Laboratory experiences are project-based and involve modern laboratory methods.

Biology majors are invited to become involved in research early in their undergraduate careers, beginning with investigative laboratories in the core courses. Advanced students are encouraged to participate in summer and academic-year research with faculty mentors, which often leads to student coauthorship of articles published in international scientific journals. Summer research opportunities are also available for Richter Apprentice Scholars and advanced students. Student-faculty research is presently supported by funds from the College and grants from the National Science Foundation.

BIOLOGY MAJOR

The minimum requirements for a major in biology are eight biology courses, two semesters of general chemistry, one semester of mathematics, and a minimum cumulative grade average of C in those courses counted toward the major. Details follow.

Four core courses in biology, normally taken in the following order:

Biology 120: Organismal Biology

One of the Biology Core Seminars (Biology 130–136)

Biology 220: Ecology and Evolution

Biology 221: Cellular and Molecular Biology

Students with AP, transfer, or other credit should consult their advisors about the appropriate sequence of core courses.

Three 300-level courses in biology from at least two of the three subject areas: cellular and molecular biology (320, 322, 324, 340, 346, 352), organismal biology (340, 342, 346, 348), and ecology and evolution (344, 370, 375, 380, 384, 389). Two of the three courses must include a laboratory component.

A senior studies course. For non-thesis students: either a senior seminar (topics change each semester) or an advanced research methods course that will be offered occasionally depending on enrollments and demand by students. For students engaged in senior thesis research: one course credit of Biology 492, Independent Research Colloquium, and one course credit of Biology 494, Senior Thesis.

Two semesters of general chemistry with laboratory (Chemistry 110, 111 or 120, 121) to be taken concurrently with the organismal biology core course (120) and a core seminar (130-136) and to be completed by the end of the sophomore year.

One course in mathematics; either Mathematics 110 or 150 is required and must be completed by the end of the sophomore year.

In courses to be counted toward the major (biology, chemistry, and mathematics), students must maintain a minimum cumulative grade average of C to qualify for a degree in biology.

Additional courses in organic chemistry, calculus or statistics, and physics are strongly recommended for biology majors, particularly for those who anticipate applying to medical and graduate schools.

More information is available in the *Handbook for Biology Majors*. Handbooks are available in the office of the biology/chemistry secretary or can be downloaded from the biology department Web page.

Concentrations in the Major

Students interested in a concentration in cellular and molecular biology are encouraged to select the following courses in addition to the biology core: 320, 322, or 324; 340, 342, 346, or 352; plus an appropriate 400-level senior seminar, an advanced research methods course, or a senior thesis research topic. Organic chemistry (Chemistry 220, 221), and biochemistry (Chemistry 300) are highly recommended.

Students interested in a concentration in ecology and evolution should select from the following courses: 340, 344, 370, 375, 380, 384, or 389, plus an appropriate 400-level senior seminar, an advanced research methods course, or a senior thesis research topic. Credit may also be earned toward the major by participating in the ACM field biology programs in Costa Rica and northern Minnesota described elsewhere in this catalog.

MINOR

The biology minor consists of the following requirements: 120, a Biology Core Seminar (130–136), 220, 221, and two 300-level biology courses. Note that Chemistry 110 and 111 are corequisites for the Organismal Biology core course (120) and the Biology Core Seminars (130–136), respectively.

COURSES FOR NON-MAJORS

Courses in the series 100–109 and 181 are appropriate for all students and count toward the GEC in natural sciences. Students are urged to consult the latest online catalog for new titles. Not applicable toward the major or minor. Prerequisites: none.

102 People and the World of Plants

This course introduces students to the fascinating world of the botanical sciences, and to the long legacy of plant-human interaction. We will study traditional modes of herbal healing found in different cultures, explore the origins and development of world agriculture, and consider the effects of stimulant, depressive, and psychotropic plants on the human mind. Field trips to the Chicago Botanic garden and local prairie and woodland restoration projects will be an important component of this course. (Meets GEC Cultural Diversity Requirement.)

103 Human Biology

This course examines the structure and function of many of the major organ systems of the human body. In so doing, it will introduce students to a range of important topics related to human beings. These will include the nature of science as a discipline, and the biological basis of health, disease, nutrition, exercise, sensation, and reproduction.

104 Human Genetics
An introduction to the inheritance of human characteristics. The nature of the genes, structure and function of chromosomes, developmental genetics, and the relationship between genes and human disease are discussed. Cloning, genetic engineering, and gene therapy are also covered. Three hours per week.

105 Public Health
Food poisoning outbreaks, strains of antibiotic-resistant bacteria, and the rise of infectious diseases including AIDS and TB have brought new awareness and the realization that public health is not just a concern of Third World countries. These and other topics including environmental factors that influence health, vaccine schedules, and how antibiotics work will be covered. Lectures, discussion, and student group projects. Three hours per week.

106 Food
American culture is obsessed with food, but what do we really know about food? This course will explore multiple biological aspects of food. The course will begin with basic nutrition and then study diets, vitamins, and other supplements to determine if they really work. The biological, genetic, and environmental aspects of disorders such as obesity, anorexia, diabetes, heart disease, and cancer will be examined. The safety of food has become a greater concern in society due to genetic engineering, irradiation of food, use of pesticides, and food-borne illness such as "mad cow" and *E. coli*. These risks will be studied. The course will conclude with an exploration of the effects of meat- or grain-based diets on the environment.

108 Environmental Worldviews
An introduction to a range of topics in environmental biology including, but not limited to, global climate change, endangered species, ozone depletion, population biology, and acid rain, from an international point of view. The course will include independent student research projects, interviews, videos, and an international panel of guest speakers. The class will consist of discussions, debates, and mini-lectures; some field trips are possible. Two meetings per week. (Meets GEC Cultural Diversity Requirement.)

181 Environmental Biology
People generally agree that the world is changing, but there is no consensus on whether these changes are good, bad, or neutral for humans, other species, and the planet. This course will use a small foundation of scientific concepts and principles to help us examine a range of potentially threatening issues (population growth, pollution, global warming, resource depletion) and look for possible long-term sustainable solutions. Class will consist of discussions, debates, and short lectures. Intended for non-science majors, two 80-minute classes per week.

MAJOR/MINOR COURSES

These courses are intended for students who are pursuing a major or minor in biology as specified in a previous section.

BIOLOGY CORE COURSES

Biology 120, one of the core seminars (130–136), 220, and 221 make up a core sequence in general biology for students pursuing the major or minor in biology.

120 Organismal Biology
This course will address the organization and function of multicellular organisms. Although focused primarily on plants and animals, other kinds of organisms will be discussed. Regulation, homeostasis, and integration of function; nutrient acquisition, processing, and assimilation; photosynthesis; gas exchange; reproductive patterns; and development are all topics that are included in this course. Readings from an introductory text and the secondary and primary scientific literature will be required. Corequisite: Chemistry 110.

Biology Core Seminars
The Biology Core Seminar is the second course in the sequence of required courses for the major and minor. Students select one seminar to satisfy the Biology Core Seminar requirement. The seminar format of these courses encourages active participation and informed discussion. Although the topics may change from year to year, the basic emphases in each seminar remain the same: study skills, information retrieval and use of technology, oral and written communication, scientific method, introduction to primary research literature, and critical thinking. Students should consult the most recent catalog supplement for available titles. Three to four hours per week; satisfies First-Year Writing Requirement. Prerequisite for all seminars: Biology 120 and Chemistry 110.

130 Biology Core Seminar: Twenty-first Century Biology
A student-centered exploration of contemporary topics in biology, from newspaper to primary literature. Topics may include cloning, bioterrorism, medical advances, bioethics, the Human Genome Project, etc. Emphasis on learning the traditional structure of argument and evidence in a contemporary context. One laboratory on transgenic organisms. Prerequisite: Biology 120 and Chemistry 110.

131 Biology Core Seminar: Biology of Sex and Gender
An examination of the biology of sex and gender, including topics such as the evolution of sex, sex determination and differentiation, parthenogenesis, sex ratios, sex change, sexual selection, and mate choice. Prerequisite: Biology 120 and Chemistry 110.

133 Biology Core Seminar: Tropical Rain Forests
Much of the diversity of life is all but out of sight in the treetops. From the cathedrals of old-growth conifers of the Pacific Northwest to the rich mosaic of the Amazon rain forest, crowns of trees rooted in the earth capture energy, create organic matter, make oxygen, and fashion natural toxins that we use as medicines. But treetops also are home for a myriad of ferns and birds, bromeliads and bats, and orchids and insects, and exist as one of the last ecological frontiers on Earth. The course includes local field trips. Prerequisite: Biology 120 and Chemistry 110.

134 Biology Core Seminar: Disease around the Globe
Exploration of the distribution, consequence, and cellular mechanism of disease around the world. Specific topics will be chosen by the students but might include sickle cell disease in Africa, cholera in South America, heart disease in North America, malaria in Asia, or Tay-Sachs in Eastern Europe. Prerequisite: Biology 120 and Chemistry 110.

136 Biology Core Seminar: Sensing the Environment
Virtually everything an animal does depends on receiving and correctly interpreting information from its external and internal environments. This course will examine the nature of different stimuli and the general properties of sensory reception. Specific biological examples will be chosen by students, and could include topics such as photoreception, chemoreception, mechanoreception, electroreception, thermoreception, magnetoreception, and nociception. Two discussion/lecture and two laboratory hours per week. Prerequisite: Biology 120 and Chemistry 110.

220 Ecology and Evolution
The roles of ecological and evolutionary processes in shaping life's diversity are examined. Specific topics may include adaptive evolution, origins of species, reconstruction of evolutionary history, population dynamics and extinction, species interactions, community processes, ecosystem functioning, and conservation. Lab will include a combination of field research projects and field and laboratory activities. Prerequisites: Biology 120, Chemistry 111.

221 Cellular and Molecular Biology
This course will examine cells as the fundamental units of life. Topics will include the structure and function of the cell and its molecular constituents; energy relationships at the cellular level; and an introduction to the nature and organization of the genetic material. Laboratory sessions will emphasize student-designed projects. Classroom sessions will involve group work, discussions, seminars, problem-solving sessions, and lectures. Three lecture and four laboratory hours per week. Prerequisites: Biology 220, Chemistry 111.

ADVANCED, SUBJECT-AREA COURSES

Majors in biology are required to choose three 300-level courses (two or three for minors) from at least two of the three subject areas: cellular and molecular biology (320, 322, 324, 340, 346, 352), organismal biology (340, 342, 346, 348), and ecology and evolution (344, 370, 375, 380, 384, 389).

320 Microbiology and Immunology
This course will focus on the biology of single-celled organisms, with emphasis on bacteria and infectious disease. Topics include antibiotic mechanisms and resistance, bacterial gene swapping, epidemiology, host-microbe interactions, and the immune response. Several weeks of independent study to isolate, research, and identify three bacterial species. Three lecture and four laboratory hours per week. Prerequisites: Biology 120, 221, Chemistry 111.

322 Molecular Biology
The structure and function of nucleic acids and proteins in prokaryotic and eukaryotic cells: DNA replication, transcription, translation, and regulation. Laboratories will apply current molecular techniques to an open-ended research problem. Three lecture and four laboratory hours per week. Prerequisites: Biology 120, 221, Chemistry 111.

324 Advanced Cell Biology
The structure and function of the cell and its organelles, with emphasis on membrane-related processes including transport, energetics, cell-to-cell signaling, and nerve and muscle cell function. Research reports will include extensive library and Internet exploration and analysis. Three lecture and four laboratory hours per week. Prerequisites: Biology 120, 221, Chemistry 111.

340 Animal Physiology
This course will focus on mechanisms of homeostasis in vertebrates and invertebrates. A particular emphasis will be placed on examining specific adaptations (functional, morphological, and behavioral) to different environmental conditions, as well as problems associated with physical size. Topics will include integration and response to stimuli, gas exchange, circulation, movement, buoyancy, metabolism, thermal regulation, osmoregulation, and excretion. Three lecture and four laboratory hours per week. Prerequisites: Biology 120, 221, Chemistry 111.

342 Developmental Biology
The processes of embryological development in a variety of organisms and the experimental methods revealing them will be emphasized. Molecular, cellular, and morphological changes during development will be discussed. Laboratory exercises will feature student-designed experiments on sea urchin, frog, and avian embryos aimed at revealing processes of fertilization, growth, gastrulation, and morphogenesis. Three discussion and four laboratory hours per week. Prerequisites: Biology 120, 221.

344 Animal Behavior
A study of current ideas about the biological basis and evolution of animal behavior. Topics will include molecular, hormonal, and genetic bases of behavior; adaptive behavior patterns; mating systems and reproductive behavior; and evolution of altruism and helping behavior. Three lecture and four laboratory hours per week. Prerequisites: Biology 120, 220.

346 Molecular Neuroscience
Neurobiology associated with brain function (perception, movement, homeostasis, affect, and cognition), neurological and psychiatric illnesses, and brain injury. A reading- and writing-intensive course with a problem-based learning approach that comprehensively explores the breadth of neurobiology (molecular, cellular, anatomical, physiological, behavioral, and medical). Laboratory exercises emphasize neuroanatomy and neuronal cell biology. Several experimental projects complement lecture and laboratory learning. Six hours per week. Prerequisite: Biology 221.

348 Human Anatomy
The structure and function of the human body will be investigated through cadaver dissection. Teams of four to six will collaborate to dissect, understand, and present the anatomy of the thorax, abdomen, pelvis, extremities, spine, and head during the laboratory-based course. Preparation and review will use text and computer-based instructional materials at the College. Two laboratory sessions per week. Prerequisites: Biology 120 and permission of the instructor.

352 Molecular Genetics
A study of the molecular basis for inheritance, particularly with respect to human traits and disorders. Topics include the structure, expression, and segregation of genes and chromosomes, use of model organisms in the study of human disease, genetic engineering and gene therapy, and principles of genome science. Laboratory will apply current molecular techniques to an original research problem. Three lecture and four laboratory hours per week. Prerequisites: Biology 221, Chemistry 111.

370 Ecology
This course examines current concepts and research in ecology at the levels of populations, communities, landscapes, ecosystems, and global processes. Emphasis will be placed on field research methods and reading of the primary literature. Lectures, discussions, and other classroom activities will be combined with field and laboratory exercises. Three classroom and four laboratory/field hours per week. Prerequisite: Biology 220. (Cross-listed as Environmental Studies 370.)

375 Conservation Biology
This course will examine how biological principles and information can be applied to conservation of species, ecosystems, and natural resources. Topics may include endangered species, conservation genetics, landscape and ecosystem-level conservation, restoration, biodiversity in human-influenced systems, and others. This course is scheduled to allow extended field trips and will also include lecture, discussion, and other classroom and laboratory activities. Prerequisite: Biology 220. (Cross-listed as Environmental Studies 375.)

380 Tropical Ecology and Conservation
In this course we will survey basic ecological dynamics and concepts characteristic of tropical terrestrial ecosystems, and will also examine the complex socio-political, economic and biological issues associated with the major threats to these ecosystems. The course will revolve around a required spring break trip to a field site in the tropics (e.g., Costa Rica) at which research projects will be conducted. Class periods will consist of discussions and lectures with associated readings and short written assignments. Lab will center around the spring break trip, emphasizing study design and preparation for field projects and examination of collected specimens/data analysis afterward. Students will prepare posters and oral presentations of field projects at the end of the semester. Application and additional fee required to cover expenses associated with field trip. Prerequisite: Biology 220. (Cross-listed as Environmental Studies 380 and Latin American Studies 381.)

384 Plant Biology
This course aims to provide a thorough knowledge and understanding of land and aquatic plants, photosynthetic protists and fungi, including: molecular biology; chemical organization and genetics; structures and functions of plant cells, tissues, and organs; principles of systematic botany, nomenclature and classification; evolutionary relationships among the major groups; and the relationship between plants and their environments. An emphasis on hands-on experimentation will allow students to design experiments, analyze data, and present their results. Three 50-minute lectures and one 3-hour lab per week are required. Prerequisite: Biology 220.

389 Evolution
This course will focus on the mechanisms of evolutionary change, ranging from short-term microevolutionary processes within populations to the origins of new species. Students will conduct projects based on work done over several weeks at the Field Museum of Natural History in Chicago. Classroom sessions will consist of lectures, discussions, and student presentations. Three lecture and four laboratory hours per week (including Field Museum trips). Prerequisites: Biology 120, 220, 221.

SENIOR STUDIES REQUIREMENT
Students majoring in biology are required to fulfill the College's Senior Studies Requirement. This may be accomplished by enrolling in a senior seminar or other course designated by the Department of Biology. The requirement may also be satisfied through successful completion of a senior thesis. Seminar titles listed below are likely to change in 2004–05. Students should consult the most recent catalog supplement for available titles. At least one seminar is offered in each semester.

483 Senior Seminar: Plant and Animal Interactions
This course will examine the ecological and evolutionary relationships between plants and the animals that eat them, defend them, or carry their pollen or seeds. The course will address plant defenses against animals, ecological interactions among plants and animals, and relationships in a community context, using examples from tropical and marine ecosystems as well as those of North America and Europe. Particular attention will be given to changes over geological time and the central importance of these relationships in maintaining food production and conservation of biological diversity. Open to senior biology majors or by permission of instructor. Three hours per week.

488 Senior Seminar: Cellular Basis of Disease
A study of the cellular and molecular basis of infectious diseases and their treatments, including viral and bacterial agents, through intensive library research, report writing, and student presentations. Two meetings per week. Prerequisite: Biology major with senior standing.

492 Independent Research Colloquium
This course fulfills a portion of the Senior Studies Requirement for students engaged in senior thesis research. The focus of the course will be development of student public speaking abilities through organization of seminars,

focusing a seminar to a given audience, and effective use of visual aids. Depending on the status of their research projects, students will present a number of seminars during the semester. Attendance at department seminars and written critiques of them are required. Prerequisite: Biology senior thesis in progress or permission of the instructor.

494 Senior Thesis
Research guided by a departmental faculty member culminating in a senior thesis, fulfilling the College's Senior Studies Requirement. Consult any member of the department for further information.

INDEPENDENT STUDY, INTERNSHIPS

The following study options may be used to enrich the individual student's experience in the biological sciences. Although credits earned under these options count toward graduation, they are not applicable toward the major or minor.

490 Internship
Off-campus research experience supervised by a departmental faculty member. Consult the faculty member designated as the department's internship liaison for application information.

493 Independent Study
Research in collaboration with a departmental faculty member. Consult with any member of the department for application information.

CHEMISTRY

Professor William B. Martin
Organic Chemistry. Synthesis. Biochemistry. Enzyme Inhibition.

Associate Professor Jason A. Cody (Chairperson)
Inorganic Chemistry. Solid State Chemistry.

Associate Professor Laura J. Kateley
Organic Chemistry. Synthesis. Chromatographic and Spectroscopic Applications.

Assistant Professor Lori A. Del Negro
Analytical Chemistry, Environmental Chemistry

Assistant Professor Dawn C. Wiser
Physical Chemistry. Computational Chemistry. Organometallic Mechanisms.

Lecturer Elizabeth W. Fischer
Natural Science. Organic Chemistry. Biochemistry.

The Department of Chemistry offers students a curriculum designed to develop both depth and breadth in understanding the central principles and theories in the major areas of modern chemistry.

Chemistry majors are provided with a foundation in inorganic, organic, analytical, and physical chemistry. A biochemistry concentration is offered with upper-level course work and research experiences available. An essential feature of chemistry course work is the laboratory experience. The laboratory sections are small and emphasize individual work as well as collaborative problem solving and hands-on use of modern instrumentation.

Students majoring in areas outside the sciences may take any of the courses for which they have the necessary prerequisites. There are some courses especially intended for non-science majors that require no previous chemistry and are desirable for students in the humanities and social sciences.

The department facilities include four laboratories for teaching and research training as well as five laboratories devoted to instrumentation and six laboratories for student-faculty research. Chemical books and periodicals are in the Freeman Science Library in the same building with the teaching and research laboratories to facilitate an integrated approach to library and laboratory research. Instrumentation includes Fourier transform infrared spectrophotometers, nuclear magnetic resonance spectrometers (a multinuclear FT 400 MHz and a multinuclear FT 60 MHz instrument), a GC mass spectrometer, capillary gas chromatographs, high-performance liquid chromatographs, a potentiostat/galvanostat, X-ray crystallographic equipment with diffraction cameras and a single-crystal diffractometer, an inert-atmosphere glove box, laser spectrometer, a fluorometer, and diode array visible and ultraviolet spectrophotometers.

Computers are an integral part of the chemistry curriculum and research activities; Macintosh, PC, and Silicon Graphics workstations are used for instrument interfacing, plotting, spreadsheets, color graphics, and molecular modeling.

The department is on the approved list of the American Chemical Society and has an active chapter of Student Affiliates. This student organization sponsors a variety of activities related to science, including a guest speaker program. Chemistry majors may graduate with American Chemical Society Certification by taking the six core courses described below for the major and a minimum of three other chemistry courses at the 300 level or higher (one of which can be Chemistry 450 or 490). Chemistry students who have participated in research may be nominated by the department for election to Sigma Xi, a national science honorary society with a chapter at the College.

Chemistry majors are prepared to go directly into careers in chemistry. Many pursue graduate studies leading to the M.S. or Ph.D. degree in chemistry or biochemistry. A major in chemistry also provides ideal preparation for medical and dental school as well as other types of science-related professional studies. Students who major in areas other than chemistry but are pursuing interests in medicine or biological sciences with a goal of professional school or graduate study typically take four or more courses in the department. Premedical students are required to take one year of general chem-

istry and one year of organic chemistry. Students planning graduate studies in chemistry or related fields are encouraged to participate in summer research as well as research during the senior year, culminating in the writing of a senior thesis.

CHEMISTRY MAJOR

The major requires a minimum of eight courses; these include the following six chemistry courses: Chemistry 110 and 111 or 120 and 121, 220 and 221, 320 and 321.

The remaining two courses must be at the 300 level or above and one of these courses must meet the Senior Studies Requirement. The Senior Studies Requirement may be satisfied by Chemistry 410, Instrumental Analysis, or Chemistry 490, Senior Thesis in Chemistry. Under unusual circumstances, the department may approve some other senior studies option.

The chemistry major also requires the following courses:

Mathematics 110 and 111 (Calculus) or Mathematics 115 and 116 (Honors Calculus).

Physics 110 and 111 (Introductory Physics) or Physics 120 and 121 (General Physics).

Biochemistry Concentration

Students interested in the biochemistry concentration would take the following courses:

Chemistry 110 and 111 or 120 and 121.

Chemistry 220 and 221.

Chemistry 300.

Chemistry 320 and 321.

Chemistry 415.

Additional courses required for the biochemistry concentration include:

Mathematics 110 and 111 (Calculus) or Mathematics 115 and 116 (Honors Calculus).

Biology 352 (Molecular Genetics).

Physics 110 and 111 (Introductory Physics) or Physics 120 and 121 (General Physics).

CHEMISTRY MINOR

The minor consists of five chemistry courses; these include the following four courses:

Chemistry 110 and 111 or 120 and 121.

Chemistry 220 and 221.

The fifth course must be at the 300 level or higher. Note: All such courses have prerequisites outside the department's offerings.

NON-MAJOR COURSES

Chemistry courses numbered below 110 are intended for students majoring in humanities or social sciences. These courses will fulfill the General Education requirements. Chemistry 110 and 120 also are suitable toward fulfillment of GEC requirements. Students with credit in chemistry courses numbered 110 or higher (or the equivalent in transfer credit from another college or university) may not receive credit in courses numbered 100 through 109.

102 Chemistry and the Environment

Explore chemical phenomena in the world around you. Learn about the chemical cycles present throughout nature. Understand the chemistry behind current environmental issues such as air pollution, ozone depletion, global warming, acid rain, and energy sources (fossil fuels, nuclear, renewable). The relevant scientific background will be developed as needed to explain these particular topics. Lectures, discussions, and demonstrations. Not applicable toward the major or minor.

103 Our Chemical World

This course is a descriptive examination of modern chemistry that will emphasize aspects important for students in the humanities and social sciences. Among the topics to be examined: the impact of science and technology on society; chemical change; nuclear chemistry; consumer chemistry; acids and bases; and plastics and polymers. Demonstrations and some experiments with group participation. Not applicable toward the major or minor.

108 Shape, Structure, and Matter

Understand and appreciate the submicroscopic world of the molecules of carbon. Explore the nature of plastics and polymers, of nutrients and medicinals, of fuels and other petrochemicals. Investigate ideas of structure and consider how small, simple molecules can be pieced together into larger, more complex natural and synthetic molecules. Not applicable toward the major or minor.

110 General Chemistry I

An introduction to and study of the fundamental concepts and principles of chemistry. Atomic and molecular structure, periodic relationships, chemical bonding, stoichiometry. Properties and theories of gases, liquids, and solids. Laboratory introduces quantitative measurements and computer applications. Three class meetings, one laboratory per week. (One laboratory section is cross-listed as First-Year Studies 101.)

111 General Chemistry II

Thermodynamics and kinetics; chemical equilibria; acids, bases, and buffers; coordination compounds; descriptive chemistry of metals and nonmetals. Laboratory is both quantitative and descriptive and uses much instrumentation. Three class meetings, one laboratory per week. Prerequisite: Chemistry 110.

120 Principles of Chemistry

For students with strong high school preparation. Atomic theory, periodic relationships, chemical bonding, solution phenomena, thermodynamics, kinetics, coordination chemistry, and descriptive chemistry of metals and nonmetals. Interested entering students should contact the department to discuss placement in this course. Four formal class meetings per week.

121 Introduction to Laboratory Research

After a few introductory experiments, pairs of students will be given uniquely assigned problems without detailed instructions. These projects allow students to design, carry out, and interpret the results of their own experiments. In addition, a few topics will be covered in a lecture/problem-solving format: acids and bases, solubility, electrochemistry, and kinetics. Frequent oral and written reports. One four-hour laboratory, one class meeting per week. Prerequisite: Chemistry 120 or permission of the instructor.

220 Organic Chemistry I

Introduction to functional groups; nomenclature; resonance; inductive and steric effects; stereochemistry; carbonyl chemistry; nature of organic reactions. Laboratory focuses on microscale synthetic techniques, gas chromatography, and infrared and nuclear magnetic resonance spectroscopy. Three class meetings, one laboratory per week. Prerequisite: Chemistry 111 or 121 or permission of the instructor.

221 Organic Chemistry II

Addition, substitution, and elimination reactions; molecular rearrangements; aromaticity; carbohydrates and heterocyclic chemistry. Laboratory focuses on microscale organic synthesis, infrared and nuclear magnetic resonance spectroscopy, and GC/MS. Three class meetings, one laboratory per week. Prerequisite: Chemistry 220 or permission of the instructor.

300 Biochemistry

Introduction to biochemistry at the cellular and chemical levels. Emphasis on protein structure and function, enzymes, bioenergetics, intermediary metabolism, carbohydrates, and other biological molecules. Three class meetings, one laboratory per week. Prerequisite: Chemistry 221, Biology 220, or permission of the instructor.

320 Physical Chemistry I

Quantum mechanics and the nature of the chemical bond. Emphasis on understanding atomic orbitals, atomic and molecular energy, and the chemical bond. Applications of molecular quantum mechanics; spectroscopy and computational chemistry. Laboratory focuses on experiments that led to the development of quantum mechanics, molecular modeling, and spectroscopy. Three class meetings, one laboratory per week. Prerequisites: Chemistry 221, Mathematics 111 or 116; prerequisite or corequisite: Physics 110 or 120.

321 Physical Chemistry II

The energy and dynamic behavior of groups of molecules. Emphasis on non-ideal gases, statistical mechanics, thermodynamics, chemical kinetics, and reaction-rate theory. Laboratory focuses on kinetics and thermodynamics with a culminating independent project-based experience. Prerequisite: Chemistry 320; prerequisite or corequisite: Physics 111 or 121.

340 Inorganic Chemistry

Relationship among structure, properties, and chemical reactivity of elements from the entire periodic table. Molecular bonding theories, molecular symmetry and group theory, solid-state materials, transition-metal complexes, catalysts, and bioinorganic molecules. Laboratory work includes synthesis, spectroscopy, X-ray diffraction, and inert-atmosphere techniques. Two class meetings and one laboratory per week. Prerequisite or corequisite: Chemistry 321.

410 Instrumental Analysis
Theory and techniques of instrumentation used in modern chemical analysis. Optical spectroscopy (UV-Vis, fluorescence, FT-IR, Raman), NMR, mass spectrometry, electroanalytical chemistry, and modern separation techniques (GC, HPLC, and electrophoresis). Laboratory experiments will include most modern instrumental methods and culminate in an independent project. Three class meetings, one laboratory per week. Satisfies the Senior Studies Requirement. Prerequisite (or corequisite, with permission of the instructor): Chemistry 320.

415 Topics in Biochemistry
Application of chemistry to biological molecules. Topics selected from the following: X-ray crystallography; NMR spectroscopy; molecular modeling; computational methods in biochemical systems; protein-DNA interactions; photobiophysics; enzyme catalysis and mechanisms; and DNA chemistry. Four class meetings, no laboratory. Prerequisites: Chemistry 300 and 321 or permission of the instructor.

430 Advanced Organic Chemistry
Extended treatment of familiar topics of organic chemistry. Emphasis on stereochemistry, radical chemistry, and reactions used in modern organic synthesis. Laboratory is oriented toward synthesis, structural analysis, and the use of chromatographic and spectroscopic methods. Three class meetings, one laboratory per week.
Prerequisites: Chemistry 221 and 321.

450 Research in Chemistry
Independent research guided by a faculty advisor. Research areas include organic synthesis; organometallic catalysis; enzyme inhibition; X-ray crystallography; computational chemistry; molecular modeling; solid state chemistry; and spectroscopic studies of air pollution.

490 Senior Thesis in Chemistry
An extensive, in-depth, independent research project with faculty guidance. Includes a formal written dissertation and oral presentation. Satisfies the Senior Studies Requirement.

CLASSICAL STUDIES

Professor Lou Lombardi

Professor Ahmad Sadri

Associate Professor Richard Fisher (Chairperson)

Associate Professor Janet McCracken

Associate Professor Ronald H. Miller

Assistant Professor Carla Arnell

Associate Professor Emeritus Pericles Georges

CLASSICAL STUDIES MINOR

The liberal arts have their roots in the cultural legacy of ancient Greece and Rome. Western literature, philosophy, history, and drama emerged in these "classical" cultures. Our sensibilities about art and architecture continue to be influenced by forms developed in the ancient world. On the other hand, problems faced by those cultures remain with us; recent work on the role of women and slaves has had much to say not only about the ancients but about us as well. There is still much to be gained through the study of the Greeks and Romans.

Lake Forest provides two ways to achieve a minor in Classical Studies. A traditional, on-campus track offers exposure to the literary legacies of Greece and Rome, combined with an on-campus survey of the art of the period. The on-site track includes as a centerpiece the College's unique Program in Greece and Turkey, which explores the art and architectural remains of Greek civilizations from the Bronze Age, through the Classical Period, and into the Byzantine Era. As a traveling program, classes are held on sites and in museums, from Agamemnon's citadel at Mycenae, to the acropolis of Periclean Athens, the agora where Socrates engaged in philosophical debates, Apollo's oracle at Delphi, and Justinian's magnificent Ayia Sophia in Istanbul. (See page 42 for course descriptions.)

If you are interested in this minor or if you have questions about it, please contact any member of the program committee.

There is no language requirement for the minor but familiarity with either ancient Greek or Latin is encouraged and is available through tutorials.

On-site focus

Six courses, including:

Participation in the Program in Greece and Turkey:

Greek Civilizations 201 (Ancient Greece: Life, Thought, and the Arts)

Greek Civilizations 202 (Greece in the Bronze Age)

Greek Civilizations 203 (Greece in the Classical-Roman Ages)

Greek Civilizations 204 (Greece in the Byzantine-Medieval Ages)

Another course from the list below may be substituted for one of the on-site courses, with the permission of the Classical Studies program chair.

Plus two additional courses from the following:

Art 210 (Ancient Art)

Classical Studies 275 (Greek Greats)

History 210 (Ancient Greece)

History 211 (Roman History)

Philosophy 290 (History of Western Philosophy: Ancient Greece)

Religion 306 (Roman and Medieval Christianity)

An appropriate tutorial or research project, approved by the Classical Studies program chair

On-campus focus

Six courses, including four courses from the following:

Art 210 (Ancient Art)

Greek Civilizations 201 (Ancient Greece: Life, Thought, and the Arts)

History 210 (Ancient Greece)

History 211 (Roman History)

Literature in Translation 275 (Greek Greats)

Philosophy 290 (History of Western Philosophy: Ancient Greece)

Religion 306 (Roman and Medieval Christianity)

An appropriate tutorial or research project, approved by the Classical Studies program chair

Plus an additional two courses from among those listed above or:

Ancient Greek or Latin (as a tutorial by arrangement)

Religion 203 (The Christian Testament)

Other courses listed below with the approval of the Classical Studies program chair and the instructor, providing the student focuses sufficiently on the Classical period

English 210 (Ancient and Medieval Literature)

Sociology and Anthropology 375 (History of Social Thought)

Theater 230 (Theater History I: Greeks to Shakespeare)

275 Greek Greats
Students will read canonical works at the core of classical Greek civilization and situate the imaginative appropriation of this rich literature in a cultural context that is both historical and contemporary. Students read Homer's epic *Iliad* (selections) and *Odyssey* (in its entirety), three plays each by the tragedians Aeschylus, Sophocles, and Euripides, two works of the satirical Aristophanes, and examples of lyric poetry ranging from Archaic to Hellenistic times. Immersion in primary sources provides ample historical perspectives as well as critical approaches to issues of our time. The course involves lectures but is principally a seminar.

Ancient Greek drama and theater will be investigated utilizing film and interactive Web-based media and sources. Prerequisites: second-year standing and a Lake Forest College literature course, or permission of the instructor. (Cross-listed as Literature in Translation 275. Meets GEC Cultural Diversity Requirement.)

COMMUNICATIONS

Associate Professor Mark White (Chairperson)

Assistant Professor Linda Horwitz

Assistant Professor David Park

Lecturer Daniel Wirth

Communications is one of the oldest pedagogical fields in Western history. Known as rhetoric by the Greeks and Romans, the discipline taught students how to communicate in a public setting. The communications program at Lake Forest College seeks to provide students with a sophisticated understanding of the processes of communications both among individuals and within cultures and societies. Students develop the ability to analyze and master the various forms of communication: oral, written, and visual. They study the role of communication in history and modern society. They prepare themselves for careers in the modern information society.

The major consists of nine required courses. The minor consists of six required courses. *No more than two courses from a single outside department may count toward the major or the minor.* The list of optional courses on the 200 and 300 levels changes over time. The chairperson of the department will approve all majors and minors.

COMMUNICATIONS MAJOR

A. Communications 110: Introduction to Communications

B. One course from each of the following groups: [3 courses total]

Writing
English 231: Introduction to Journalism

English 235: Introduction to Creative Writing

Theater 270 or English 242: Playwrighting

Visual
Art 110: Introduction to the Visual Arts

Art 112: Introduction to Visual Communication

Art 130: Studio Art: Elements of Design

Art 131: Studio Art: Drawing

Art 132: Studio Art: Creative Photography

Theater 210: From Page to Stage: Communicating through Design

Oral
Communications 235: Rhetoric and Speech

Communications 245: Interpersonal Communication

Theater 260: Voice and Diction

C. One course from the following 200-level courses:

Art 224: The History of Prints

Art 232: Studio Art: Advanced Photography

Communications 280: African American Communications

Education 215: Instructional Communication: Theory and Practice

History 240: History and Film

History 275: Popular Music and American Society

Music 225: Introduction to Electronic Music: MIDI Sequencing

Music 227: History of Jazz

Music 264: The History of Rock and Roll

Philosophy 248: Philosophical Issues in Documentary Film

Philosophy 255: Philosophy and Film

Philosophy 260: Aesthetics: Reflections on Art and Beauty

Politics 224: Mass Media and American Politics

Psychology 255: Social Psychology

Sociology & Anthropology 285: Social Structure and Culture through Film

D. One course from the following 300-level courses:

Communications 300: Mass Media and Marketing Research

Communications 310: Communications Ethics

Communications 320: Argumentative Writing and Speaking

Communications 330: Advanced Journalism: Magazine Writing

Communications 350: Topics in Communications

E. One course from the following 300-level courses or a second course from 'D' above:

Art 341: Introduction to Computer Imaging

Art 342: Advanced Computer Imaging

Business 336: Marketing Theory for Multinational Enterprises

English 330: Advanced Nonfiction Writing

French 310: Topics in Linguistics: Phonetics

French 333: Exploring French Culture through Film

French 334: Exploring French Literature through Film

German 333: Modern German Film

Psychology 325: Persuasion and Truth in Sales and Communications

Spanish 333: Film and History in Spain and Latin America

Spanish 336: Latin American Film

Spanish 380: Fiction, Film, and Society in Latin America

F. Communications 390: Internship. Two credits preferred.

G. Communications 420: Senior Seminar or a Senior Thesis *or* an Independent Study

COMMUNICATIONS MINOR

A. Communications 110

B. One course from two of the three groups listed in B above.

C. Same as C above (200 level).

D. Two courses from D, E, F, or G above.

110 Introduction to Communications

An examination of the various processes of human communication. Emphasis on the fundamentals of speech, expository writing, and visual analysis.

235 Rhetoric and Speech

Preparation and criticism of both formal and informal public speeches, including exposition, narration, description, argumentation, and persuasion.

245 Interpersonal Communication

Perspectives on race, gender, sexuality, and cultural heritage are explored through individual speech presentations and group projects.

280 African American Communications

This course explores what is distinctive about the artistic and strategic communication practices of African Americans, including speeches, sermons, songs, literature, and film. (Cross-listed as African American Studies 280. Meets GEC Cultural Diversity Requirement.)

300 Mass Media/Marketing Research

(Cross-listed as Business 355.)

310 Communication Ethics

(Cross-listed as Philosophy 310.)

320 Argumentative Writing and Speaking

This course features persuasive writing and speaking on issues of significant public interest. Course requirements include analysis of arguments, study of logical fallacies, several essays, and speeches. Prerequisite: Communications 110.

330 Advanced Journalism: Magazine Writing

An introduction to the literary aspects of journalism and the skills of researching and writing magazine features. Students will study the principles and craft of exemplary journalism written for magazines. Prerequisite: Communications 110 or English 231.

350 Topics in Communication

Fall, 2003: Media, Information, and Society. An exploration of how new media technologies have changed the shape of knowledge and information in contemporary culture. Emphases here are placed the meaning of technological changes to politics, popular culture, interpersonal communication, and intercultural communication. Prerequisite: Communications 110.

Spring, 2004: Gender and Communication. This course examines the interrelation of gender and communication. We will explore both how communication shapes gender and how gender affects communication. Prerequisite: Communications 110.

390 Internships

Off-campus professional work experience. One credit acceptable, but two-credit internships preferred. Prerequisite: Communications 110.

420 Senior Seminar

ECONOMICS AND BUSINESS

Professor Robert A. Baade
International Trade and Finance. Macroeconomic Theory. Political Economy. Economics of Sports.

Professor Les R. Dlabay
Financial Accounting. Mass Media/Marketing Research. Latin American Global Business. Asian Business Culture and Trade Relations.

Professor Richard F. Dye
Macroeconomic Theory. Public Finance. Urban Economics.

Professor Nader Nazmi (Chairperson)
Applied Econometrics. Economic Development. Latin American and Emerging Market Economies. Macroeconomic Theory.

Professor Carolyn Tuttle
Macroeconomic Theory. Statistics. Money and Banking. Economic History. Labor.

Associate Professor Jeffrey O. Sundberg
Environmental and Natural Resource Economics. Finance. Microeconomic Theory. Corporate Finance. Law and Economics.

Assistant Professor Kent Grote
Finance. Investment Analysis. Industrial Organization.

Assistant Professor Robert J. Lemke
Applied Public Policy. Industrial Organization. Labor. Education. Game Theory. Bargaining.

Assistant Professor Allison Roberts
Health Economics, Finance, Managerial Economics, Economic Statistics.

Lecturer Cynthia B. Lucking
Financial Accounting. Managerial Accounting. Intermediate Accounting.

The Department of Economics and Business offers majors in both economics and business. The department offers a minor in economics and a minor in business. Students are allowed to have a double major, but they may not major in both business and economics. Students may not elect both a major and a minor within the department.

ECONOMICS MAJOR

The study of economics is concerned with two basic questions faced in any human society: (1) how available resources are to be allocated among productive uses to yield the greatest total product and (2) how the fruits of the productive processes are to be distributed among members of society. Since no universal form of socio-economic organization exists, economics examines and compares the different ways in which human societies have sought answers to these questions.

The study of economics at Lake Forest College can begin during either the first or second year. The curriculum of the first year includes an introductory course designed for potential majors and those desirous of a single survey course. In addition, lower-level course offerings include a number of problem- or issue-oriented courses. Qualified junior and senior majors are encouraged to engage in independent study projects, both within economics and across disciplinary lines. Economics majors have been admitted to some of the top graduate and professional schools in economics, business administration, and law. Majors contemplating graduate or professional training are urged to consult with their economics department advisors concerning selection of courses.

The following are requirements for the major:

Economics 110 (Principles of Economics) with a grade of C- or better.

Mathematics 110 (Calculus I) with a grade of C- or better, completed by the end of the first year. (Students without strong high school preparation in mathematics may need to complete Mathematics 105 as a prerequisite.) Note that Mathematics 110 will also satisfy one of the breadth requirements for the GEC.

Economics 180 (Quantitative Methods for Economics and Business) with a grade of C- or better.

Economics 210 (Microeconomic Theory) with a grade of C- or better.

Economics 220 (Macroeconomic Theory) with a grade of C- or better.

Three other elective economics courses, two of which must be above 300. Internships do not count as economics elective courses.

During the senior year, an additional economics course designated as senior studies (a specially designed course with limited enrollments and preference given to senior majors) or a senior thesis.

ECONOMICS MINOR

Six courses to include the following:

110 (Principles of Economics); 210 (Microeconomic Theory) or 220 (Macroeconomic Theory); four other economic courses with the exclusion of internships, which do not count as minor electives.

BUSINESS MAJOR

The business major is designed to provide the student with an overview of the economic environment of business and of the various areas of the business world: accounting, marketing, and, especially, finance. The primary intention is to teach students how to think about questions in the business world rather than to provide narrow vocational training.

The following requirements for the business major are subject to the GEC requirements (previously enrolled students are subject to the requirements contained in relevant earlier editions of this catalog):

Economics 110 (Principles of Economics) with a grade of C- or better.

Mathematics 110 (Calculus I) or Mathematics 160 (Finite Mathematics with Applications) with a grade of C- or better, completed by the end of the first year. Students without strong high school preparation in mathematics may need to complete Mathematics 105 as a prerequisite. Note that either Mathematics 110 or 160 will also satisfy one of the breadth requirements for the GEC.

Business 180 (Quantitative Methods for Economics and Business) with a grade of C- or better.

Business 230 (Financial Accounting) with a grade of C- or better.

Business 237 (Introduction to Finance) with a grade of C- or better.

Economics 210 (Microeconomic Theory).

Economics 220 (Macroeconomic Theory).

Philosophy 203 (Business and Professional Ethics) or Philosophy 325 (Major Ethical Theories).

Three additional 300- or 400-level elective business courses. These include Business 330, 331, 336, 350, 355, 380, 385, 415, and 431. Also, up to two of these courses may be business-related economics courses from the following list: Economics 310, 313, 330, 340, 350, 370, 420, or 430. No more than two of the business electives may be marketing courses. Internships do not count as business elective courses.

During the senior year, an additional business course designated as senior studies (a specially designed course with limited enrollments and preference given to senior majors) or a senior thesis.

BUSINESS MINOR

Six courses to include the following: Economics 110 (Principles of Economics); Business 230 (Financial Accounting); Business 237 (Introduction to Finance); three other business courses with the exclusion of internships, which do not count as minor electives.

ECONOMICS COURSES

110 Principles of Economics

An introduction to both microeconomics, the theory of consumer and producer behavior, and macroeconomics, the determination of aggregate levels of production, employment, inflation, and growth. Application of economic principles to analysis of current problems of the U.S. economy.

180 Quantitative Methods for Economics and Business

Distribution analysis, sampling theory, statistical inference, correlation and regression analysis, with emphasis on application of statistical techniques using spreadsheet software to analyze economic and business issues. (Cross-listed as Business 180.)

210 Microeconomic Theory

Application of both theoretical and empirical analysis to consumer demand, to the firm both as producer of goods and as buyer of inputs, in both monopoly and competitive markets. Industry case studies are included. Prerequisites: Economics 110 and Mathematics 110 or 160 with grades of C- or better.

220 Macroeconomic Theory
Intermediate theory of macroeconomics. The determinants of aggregate production, prices, interest rates, and employment in macroeconomic models that combine the business, household, government, and financial sectors. Prerequisites: Economics 110 and Mathematics 110 or 160 with grades of C- or better.

237 Introduction to Finance
(Cross-listed as Business 237.)

240 Urban Economics
Application of economic analysis to current problems in urban and suburban America such as poverty, housing, transportation, growth, and finance. Prerequisite: Economics 110 with a grade of C- or better.

245 Child Labor in Latin America
This course will explore the role of child labor in the economies of developing Latin American countries. The course will focus on the question "Do countries need to use child labor to industrialize?" Historically, countries that have industrialized (Great Britain, the United States, and Japan) relied heavily on children to work in the factories, manufacturers, and mines. Today it appears history is repeating itself as developing countries utilize children in the informal sectors. The employment of children in Brazil, Colombia, Peru, Chile, and Argentina will be examined in detail. The economic, political, social/cultural, and technological explanations for child labor will be explored for each country. Prerequisite: Economics 110. (Cross-listed as Latin American Studies 245. Meets GEC Cultural Diversity Requirement.)

250 Health Economics
This course examines how economic analysis can be applied to various components of the health care system. Economic theory is used to understand the operation of health care markets and the behavior of participants (consumers, insurers, physicians, and hospitals) in the health care industry. International comparisons and the role of the public sector will be included. Prerequisite: Economics 110.

255 Business and Government
(Cross-listed as Business 255.)

260 Law and Economics
Application of general economics principles to both civil and criminal law. Analysis of how individuals and firms respond to laws, the level of enforcement, and penalty structures. Specific areas to be covered include tax, product liability, environmental, international, contract, and antitrust laws. Prerequisite: Economics 110 or permission of the instructor.

270 Latin American Development
Analysis of the political economy of development of Latin American countries including Brazil, Mexico, Argentina, and Chile. Examination of current economic problems from historical and political perspectives. Particular attention will be given to the economic strategies of growth and development. Prerequisite: Economics 110 with a grade of C- or better. (Cross-listed as Latin American Studies 270. Meets GEC Cultural Diversity Requirement.)

310 Industrial Organization
Analysis of the behavior of firms under different industrial structures—competitive, monopolistic, oligopolistic. An evaluation of antitrust policies and other government regulations of business. Uses the traditional structure-conduct-performance approach as well as the recent transaction-cost and game-theoretic approaches to firm behavior. Prerequisite: Economics 210 with a grade of C- or better.

313 Money and Banking
Analysis of bank and nonbank financial institutions. Topics include the S&L crisis, the impact of the 1980 and 1982 deregulation acts, the changing role of the Federal Reserve and the ability to conduct effective monetary policy, and bank asset and liability management. Prerequisite: Economics 220 with a grade of C- or better.

322 Emerging Markets Analysis
This course offers economic analyses of emerging markets of East Asia and Latin America, paying particular attention to growth strategies and the impact of market reforms, financial markets development, and foreign capital flows on economic performance of these countries. The course relies on case studies from Asian countries of China, South Korea, Thailand, Singapore, and Hong Kong and Latin American economies of Brazil, Argentina, Mexico, and Chile. Prerequisite: Economics

220 with a grade of C- or better or consent of the instructor. (Cross-listed as Business 322, Asian Studies 322, Latin American Studies 322.)

330 Econometrics
Use of statistical methods, especially multiple regression, to test hypotheses based on economic theory. Some use of computer programs. Prerequisite: Economics 180.

340 Environmental and Natural Resource Economics
The course examines different economic theories regarding optimal use of renewable and nonrenewable resources, why market responses to pollution are typically unsatisfactory, and optimal pollution control. These theories are then applied to the real world, taking into consideration political and technological constraints. The impact of past and current policy on the environment will be studied, as will the potential impact of proposed legislation. Prerequisite: Economics 210 or permission of the instructor. (Cross-listed as Environmental Studies 340.)

350 Public Finance
Theory and policy analysis of the effects of government spending and taxation on allocation and distribution of income. Special attention is given to tax reform proposals and other current policy issues. Prerequisite: Economics 210 with a grade of C- or better.

365 Multinational Finance and Emerging Market Economies
This course analyzes the interaction between global capital and emerging market economies. It covers basic international financial management and considers topics such as the fundamentals of exchange rate and external accounts, international parity principles, exchange rate and banking crises in emerging markets, exchange rate risk management in emerging markets, country risk, international financing and investment in emerging markets, and global debt financing. It explores case studies related to multinational corporations doing business in emerging markets and analyzes financial crises in East Asia and Latin America. Prerequisites: Junior standing and Economics/Business 237. (Cross-listed as Business 365.)

370 Managerial Economics
A study of the various ways in which microeconomic principles and quantitative tools can be used to aid managers in making sound decisions. Topics include forecasting consumer demand, production and cost analysis, optimal pricing and production decisions, sensitivity analysis, and capital budgeting. Prerequisites: Economics 130 and 210.

415 Corporate Finance
(Cross-listed as Business 415.)

420 Labor in the American Economy
Economics of the labor market. Theories are developed on the supply and demand for labor as they determine the labor force participation of men, women, teenagers, and minorities. Issues of discrimination, education, job training, unions, government legislation, and women's work are discussed in light of contemporary events. Prerequisites: Economics 210 and Mathematics 110 or 160. (May be taken by economics majors to meet GEC Senior Studies Requirement.)

430 International Trade Theory and Policy
International trade theory with some applications. Topics include an analysis of elements of economic structure that determine trade flows, theory relating to how trade flows alter economic structure, the free trade versus protectionism argument, and selected topics in international economic integration and development. Prerequisite: Economics 210 and 220; junior or senior standing. (May be taken by economics majors to meet GEC Senior Studies Requirement; meets GEC Cultural Diversity Requirement.)

431 International Finance
The fundamentals of international financial theory are identified and analyzed. Topics include exchange rate determination, balance of payments accounting and analysis, and a description and analysis of international monetary systems and their evolution. Prerequisites: Economics 210 and 220; junior or senior standing. (Cross-listed as Business 431. May be taken by economics majors to meet GEC Senior Studies Requirement.)

440 Advanced Macroeconomics
Analysis and comparison of Keynesian, neoKeynesian, neoclassical, monetarist, and

rational expectationist perspectives on macroeconomic theory and stabilization policy. Prerequisites: Mathematics 110 and Economics 220; junior or senior standing. (May be taken by economics majors to meet GEC Senior Studies Requirement.)

450 International Financial Crises
This course analyzes the Mexican crises of 1982 and 1994, the Nordic crisis of the early 1990s, the East Asian and Russian crises of 1998, and the Brazilian debacle of 1999 to investigate the salient characteristics of international economic crises of the late twentieth century. The course attempts to determine the principal causes of these crises, the elements common to the crises, the channels through which contagion took place, and the role of international financial institutions such as the International Monetary Fund before, during, and after the crises.

490 Internships
(Cross-listed as Business 490.)

499 Independent Study
Tutorials, research projects, and senior theses are available forms of independent study, with consent of the instructor.

Economics Courses Offered Less Frequently

425 Business and Economic Forecasting
The course employs regression techniques, time-series analysis, and business and economic indicators for forecasting economic and business variables. Prerequisites: Economics 110 and 180. (Cross-listed as Business 425.)

470 Economic Development in the Third World
An inquiry into the nature and causes of the economic underdevelopment of Third World countries. (Meets GEC Cultural Diversity Requirement.)

480 Social Security, Pension, and Retirement
This course will cover social security, pensions, and retirement from three perspectives: the individual, the business firm, and public policy. The course will address a range of issues drawing upon microeconomic theory, macroeconomic theory, and finance. The impact that the baby boomers' retirement has had on the economy has received much attention in public policy debates. Those debates include widely differing characterizations of the problems and solutions. Students will be expected to develop their own critical sense of these issues. Open to senior business or economics majors or juniors as space allows. (Cross-listed as Business 480. Meets GEC Senior Studies Requirement.)

BUSINESS COURSES

180 Quantitative Methods for Economics and Business
(Cross-listed as Economics 180)

230 Financial Accounting
Methods, practices, and concepts underlying the communication of relevant financial information to external parties. Development of the accounting model, measurement processes, data terminology and classification, internal control; interpretation and uses of financial statements. Prerequisites: Economics 110 and Mathematics 110 or 160 with grades of C- or better.

237 Introduction to Finance
An overview of financial markets and corporate procedures and the ways they influence the allocation of scarce resources over time and under uncertainty. An introduction to investment theory and corporate finance is provided and specific financial securities and corporate practices are discussed. Prerequisites: Economics 110 and Mathematics 110 or 160 with grades of C- or better. (Cross-listed as Economics 237.)

255 Business and Government
The evolution of government intervention and interference with business from mercantilist England and colonial America to recent developments regarding monopolies, consumer safety, environmental standards, advertising, mergers, and deregulation. We will use basic economic theory not only to illuminate the reasons for a variety of government controls, but also to evaluate their performances. Prerequisites: Economics 110; Mathematics 105 or 110. (Cross-listed as Economics 255.)

322 Emerging Markets Analysis
(Cross-listed as Economics 322, Asian Studies 322, Latin American Studies 322.)

330 Intermediate Accounting
Accounting concepts, principles, and theory with an emphasis on the special problems that arise in applying these concepts to external reporting. Prerequisites: Business 230 with a grade of C- or better; junior standing.

331 Managerial Accounting
Use of accounting information for evaluation of planning and control decisions. Topics include budgeting, cost-volume analysis, product costing, and standards for planning, control, and performance measurement. Prerequisite: Business 230 with a grade of C- or better.

340 Asian Business Culture and Trade Relations
As China (including Hong Kong), Singapore, South Korea, and Taiwan expand global trade activities and improve their level of economic development, other Asian nations (Cambodia, Laos, Malaysia, Thailand, Vietnam) continue to face economic hardships. This course will address geographic, historic, cultural, economic, and political factors that influence business opportunities, economic development, and quality of life in Asia. An emphasis will be on regional and global trade relations related to heath care products and services, infrastructure, food distribution, telecommunications, and education/job training. Instructional experiences will include field research activities involving Chicago-area resources. Prerequisite: junior standing. (Cross-listed as Asian Studies 340).

355 Mass Media/Marketing Research
A study of methods related to media communication, including theoretical foundations and applications of research designs, data collection techniques, and data analysis for quantitative and qualitative investigations. Assignments include presentations of case studies, creation of a research study, and field research exercises and small group activities related to issues faced by communications and marketing researchers. Prerequisites: junior standing and Economics 180, or permission of the instructor. (Cross-listed as Communications 300.)

365 Multinational Finance and Emerging Market Economies
(Cross-listed as Economics 365.)

380 Investment Analysis
The process of selecting among alternative financial assets from the viewpoint of the individual. Emphasizes such topics as the evaluation of risk and return, security markets and industry developments, regulatory practices, and portfolio theory. Prerequisites: Economics 180 and Business 237.

385 Options and Futures
This course introduces the economic functions of options and futures markets, discusses the basic underlying pricing mechanism of options and futures contracts, and provides a working knowledge of these contracts as risk management tools. Prerequisites: Economics 180 and Business 237.

415 Corporate Finance
Theoretical and empirical issues in corporate finance are examined from the perspectives of the firm, the shareholders, and public policymakers. Topics covered include leveraged buyouts and mergers, dividend policy, techniques used to raise capital, and the impact of the tax system on corporate activity. Prerequisites: Mathematics 110 and Business/Economics 237; junior or senior standing. (Cross-listed as Economics 415. May be taken by business majors to meet GEC Senior Studies Requirement.)

431 International Finance
(Cross-listed as Economics 431.)

470 Latin American Global Business
To serve the needs of students who will live and work in a global economy, this seminar will emphasize analytic activities and case problems for corporate and entrepreneurial organizations operating or considering operations in Latin America. Economic theories, statistical tests, accounting records, financial analysis, and marketing concepts will be used to investigate business situations. Prerequisites: (a) senior standing; (b) Business major core courses (Economics 180, Economics 210, Economics 220, Business 230, Business 237, and two 300- or 400-level business or economics classes) or permission of the instructor. (May be taken by business and international relations majors to meet GEC Senior Studies Requirement. Meets GEC Cultural Diversity Requirement if not used for GEC Senior Studies Requirement. Cross-listed as Latin American Studies 470.)

490 Internships
This work-study program provides an opportunity to supplement academic training with work experience in the field of business and economics. Interested students must work with the Career Advancement Center to develop a resume and register with the instructor by the following deadlines: by April 1 for a Fall internship; by November 1 for a Spring internship; and by the week following spring break for a Summer internship. Business and economics internships must be done for two credits. Prerequisites: junior or senior standing; no more than one credit of previous internship experience, and this experience must not be similar to a subsequent internship in terms of skills or knowledge learned or applied; Economics 110 with a grade of C- or better, as well as other designated courses relevant to the specific type of internship (see the instructor for information on the specific course prerequisites for each category of internship). The department will not give credit for internships that do not build directly on prior course work; students on academic probation are ineligible for this program. (Cross-listed as Economics 490.)

Business Courses Offered Less Frequently

336 Marketing Theory for Multinational Enterprises
A study of the conceptual framework of marketing and its relationship to society and the global economy. Topics include economic foundations of international marketing, introductory marketing research concepts, consumer behavior models, financial analysis for marketing decision making, and international marketing concepts. Emphasis will be on the discussion and critical analysis of readings and field research assignments. Prerequisite: junior standing.

350 Capital Budgeting
Study of advanced financial management and the evaluation of domestic and global business investment opportunities. Topics include the discounting of cash flows, foreign market risk analysis, capital asset pricing, and financial leverage decisions. Prerequisites: Economics 180 and Business 237.

425 Business and Economic Forecasting
(Cross-listed as Economics 425.)

480 Social Security, Pension, and Retirement
(Cross-listed as Economics 480.)

EDUCATION

Professor Lou Lombardi
Philosophy of Education.

Associate Professor Dawn Abt-Perkins (Chairperson)
Secondary Education.

Assistant Professor Rachel Ragland
Secondary Education.

Assistant Professor Shelley Sherman
Elementary Education.

Lecturer Harlan Goldberg
Mathematics.

Lecturer Jennifer Hercreg
Secondary Education.

Lecturer Marsha Hestad
Elementary Reading.

Lecturer Kristin Pressman
Art Education.

Lecturer Ingrid Wiemer
Special Education.

The belief of the education department is that the best preparation for any teaching career—elementary or high school—is a broad and liberal education. All candidates for teaching certificates are required to take courses throughout the divisions of the College and to complete another academic major in addition to an education major. Lake Forest College is entitled by the state to prepare students for certification in elementary schools (grades K-9) and high schools (grades 6-12). Currently, Lake Forest College has certification programs at the secondary level in mathematics, English, history, politics, chemistry, biology, physics, Spanish, and French only. Middle school designations are incorporated in the secondary program of study, and middle school electives are offered in the elementary program.

In 2001–2002, all 12 Lake Forest College students recommended for certification had a 100% passing rate on all state certification exams. Lake Forest College has a 15-week student teaching program, requiring a minimum of 600 classroom hours. The student teacher/supervising faculty ratio never exceeds 7 to 1.

Students who are particularly interested in urban education may participate in the Urban Education Program of the Associated Colleges of the Midwest (ACM). ACM coordinates many offerings for students in nearby Chicago, including a program leading to bilingual or English as a Second Language certification at either the elementary or secondary level. For descriptions of courses, please see Urban Education Program in Undergraduate Curriculum.

Students who wish to complete a teacher education program at any teaching level must complete the requirements for admission to a certification program.

The department sponsors a chapter of Kappa Delta Pi, an international honor society in education, and a student chapter of the National Education Association.

ADMISSION PROCEDURES FOR ILLINOIS STATE TEACHER CERTIFICATION PROGRAMS

General Information: the sequential steps leading to Teacher Certification, Elementary (K–9) or High School (6–12).

Education Major
Students who are interested in pursuing a career in teaching or in exploring such a possibility may declare their interest by becoming majors in education following their admission to Lake Forest College by meeting with a member of the Education Department faculty after one semester's academic work is completed at a 2.5 GPA or better. Students must also agree to a criminal history check for school security purposes. Students must successfully pass such a check to remain education majors.

Declaration of a major is a prerequisite for entry into any course in the department. Declaration of an education major, however, does not guarantee that the student will meet the rigorous standards required to progress in the major and obtain recommendation for certification.

Education 210
Students must have a 2.5 GPA to enroll in this course and have declared an education major by meeting with a member of the Education Department faculty. The candidate must receive a grade of B- or better in the course to progress in the major or the average of Education 210 and History 270 or Philosophy 220 combined.

Basic Skills Requirement
Acceptance into the certification program also requires candidates to pass the Illinois State Board of Education's Test of Basic Skills. See the Education Department chairperson for information.

Departmental Interview
Students who are enrolled in or, preferably, have completed Education 210 and have an overall GPA of 2.75 or higher may request a departmental interview. The purpose of the interview is to evaluate the candidate on the following:

- oral and written communication skills
- clarity of goals for teaching
- academic skills including responsibility and organizational skills
- professional skills including maturity, flexibility, and independence
- effectiveness with children including use of sound judgment and other personal attitudes and attributes befitting appropriate role models for children

The student's entire academic and student life record is evaluated at this time. Faculty members, including the student's Education 210 instructor and academic advisors, and other members of the College community may be consulted for information about the candidate's readiness for the program including adherence to the Lake Forest College Statement of Respect and Responsibility and all college policies.

A portfolio of artifacts demonstrating emerging competencies in the Illinois Content Area Standards for Teachers as well as the Identifying Characteristics of a Lake Forest College Educated teacher will be reviewed by the interview committee.

This interview must be completed before enrolling in Education 303/304 or 313/315.

The interview committee is composed of the department chairperson, one other faculty member from the Education Advisory Council, and one student who has already been admitted into a certification program.

Acceptance for Certification Candidacy
After successfully completing the departmental interview, Education 210, and the Basic Skills Requirement, students will be recognized as certification candidates and their transcripts will be so marked. They may enroll in Education 303/304 or 313/315 by permission of the department chairperson.

Students must continue to demonstrate competencies in the Illinois Content Area Standards for Teaching as well as the Identifying Characteristics of a Lake Forest College Educated teacher in order to maintain candidacy and progress in the education major.

Course Work
See the chairperson of the department for documents that describe course work requirements of Lake Forest College and the State of Illinois for the type of certificate sought. Students must receive a grade of C or better in any course applied toward certification.

Application for Student Teaching
Once the student has completed all of the required course work (or shows proof of registration), he/she must then supply to the Education Department coordinator of field experiences the following information the semester prior to the student-teaching placement:

The student's Lake Forest College transcript showing an overall 2.75 GPA in course work completed at Lake Forest College;

Proof that the student has completed (or has registered to complete) an academic major;

Proof that the student has successfully completed Education 304 or Education 315;

Proof that the student has successfully completed Education 416 and 417 or Education 419 and 420, the methods course sequence;

Evidence of attitudes, values, and dispositions demonstrated in academic courses and fieldwork experiences for effective performance as a teacher. Successful completion of internship and recommendation by the department advisor is usually sufficient evidence.

Completion of teacher candidate self-assessment to prepare remainder of portfolio demonstrating competencies to meet the Illinois Content Area Standards for Teachers.

The Education Department coordinator of field experiences will present all applications for student teaching to the Education Advisory Council for approval. The Education Advisory Council may request additional information from the candidate for the approval process.

Student Teaching
Students who meet all the criteria will be notified that they have been accepted for placement as student teachers. Students must receive credit (a grade of CR) for student teaching (Education 418 or Education 421) to be eligible for certification. Students who receive a grade of D or F will not be eligible for certification. Students who do not receive a successful review of their student teaching performance by their fieldwork supervisor will not be recommended for certification.

Application for Certification
In the term preceding graduation (or during the term in which student teaching was completed) the student will complete the application form.

The Education Advisory Council reviews the candidate's final teaching portfolio.

Candidates must pass all Illinois certification exams to be recommended for certification.

Academic Grievances for Teacher Education Students
Teacher education candidates have the same academic rights and responsibilities as all Lake Forest College students. There are, however, specific situations in the teacher education program when decisions may be cause for student grievances. These situations include the following:

- admission to or dismissal from the teacher education program, a clinical experience, or student teaching
- evaluation of the candidate's performance in courses, clinical experiences, or student teaching
- recommendation for state certification or for employment

Students who wish to appeal any of these teacher education matters should first confer with the chairperson of the Education Department. Appeals must be made in writing to the Education Advisory Council through the chairperson of the Education Department. Students may have personal, academic, or legal support in hearings concerning teacher education matters. The case may be further appealed to the Academic Appeals Board and, finally, to the president of the College.

STATE OF ILLINOIS—STANDARD ELEMENTARY CERTIFICATION (K–9)
(Approved by the Illinois State Teacher Certification Board)

Content-Area Courses
First-Year Studies or writing course; biology course; environmental science; physics course; mathematics; literature; oral communications; early American history; fine arts; introduction to developmental psychology.

Academic Major
Students pursuing elementary certification may complete any of the academic majors offered at Lake Forest College.

Professional Education Courses
Required courses: Education 104, 210, 303, 304, 312, 314, 416, 417, and 418
One course from the following:

Philosophy 220 or History 270.

Middle school endorsements require Education 306 and Psychology 210 and relevant course work in the designated content area, usually 18 credit hours.

STATE OF ILLINOIS—STANDARD SECONDARY CERTIFICATION (6-12)
(Approved by the Illinois State Teacher Certification Board)

General Education Courses:
First-Year Studies or writing course, oral communication course, and completion of the General Education Course Requirements for graduation from Lake Forest College.

Content-Area Major
English, French, Spanish, mathematics, natural science (biology, chemistry, or physics), and

social sciences (history or politics) are the only possible majors in the secondary program. Course work in addition to major course requirements is required for completion of particular designation fields for certification. See an Education Department advisor for details.

Professional Education Courses
Required courses: Education 210, 313, 314, 315, 419, 420, and 421.

One course from the following: Education 220 or 270.

Psychology 110 and 210.

Middle school endorsement requires Education 315 and Psychology 210.

POSTGRADUATION STUDENT TEACHING OPTION

The Postgraduation Student Teaching Option (PSTO) gives Lake Forest College Education majors the opportunity to complete their student teaching requirement after graduation.

While student teaching, participants in the program are required to pay an administrative fee to cover registration and supervisory costs. They are eligible for neither financial aid nor campus housing.

The option is available to any Lake Forest College graduate who has received the B.A. degree from the College, has satisfactorily completed the content-area major, and has met all of the requirements for the education major and the certification program except for student teaching. The administrative fee applies only to the courses for student teaching, and only to the College credits granted for student teaching. The PSTO does not apply to students participating in the ACM Urban Education Program.

EDUCATION COURSES

104 Elementary Mathematics from an Advanced Standpoint
This course presents an overview, for a sophisticated audience, of several topics from elementary mathematics. The course stresses three themes: mathematics in the liberal arts, mathematics from a historical perspective, and mathematics as a problem-solving activity. Topics to be covered include numeration systems, non-base-10 representations, and elementary number theory including primes and factorizations, rationals as terminating and repeating decimals, irrationals, simple probability experiments, elementary set theory, and mathematical reasoning. (Cross-listed as Mathematics 104.)

209 Biology and the Learning Process
Application of biological principles and the scientific method through laboratory experimentation and development of curriculum for an elementary school science club. Emphasis will be placed on biological concepts, the process of experimental science, and science pedagogy. Four classroom and laboratory hours per week. Prerequisite: Education 210 or permission of instructor.

210 Observing the Schooling Process
An introduction to the teaching-learning process from elementary through high school. Participants observe, analyze, and discuss a variety of educational environments, including classrooms with exceptional students and classrooms in multicultural settings. Major focus on developing competencies in educational library research and writing skills. (Limited to education majors who have obtained a minimum GPA of 2.5 at Lake Forest College. Meets GEC First-Year Writing Requirement.)

215 Instructional Communication Theory and Practice
This course applies socio-linguistic theory to the understanding of learning in academic settings. Based on the premise that knowledge is socially constructed, race, gender, class, and ethnicity are considered social markers that shape the meanings and the values assigned to instructional messages. Students research communication practices in their classrooms, apply cultural theories in their analyses, and practice methods and strategies toward becoming more effective communicators. (Meets GEC Cultural Diversity Requirement.)

220 Philosophy of Education
(Cross-listed as Philosophy 220.)

270 History of Education in American Society and Thought
(Cross-listed as History 270.)

303 Reading in the Elementary School
Places emphasis on theories of language acquisition and on characteristics of language development as they relate to teaching reading and the language arts. Includes alternative approaches to reading and language arts instruction including whole language and strategies for teaching students with exceptional needs, especially the learning disabled. This course must be taken concurrently with Education 304. Prerequisites: Education 210 and certification candidate status.

304 Elementary Fieldwork and Seminar
Half-day internship in the elementary school. Elementary certification candidates complete 125 hours of supervised classroom observation and participation. Placements are arranged by the Education Department and supervised by faculty within the Education Department on a biweekly basis. Placement in a multicultural setting is required. This course must be taken concurrently with Education 303. Prerequisites: Education 210 and certification candidate status. (Meets GEC Cultural Diversity Requirement.)

306 Teaching Adolescent Students
This course emphasizes the importance of developing special skills, competencies, and understanding for teaching middle school students. It includes middle-grade philosophy, curriculum, instruction, and methods; design and development of middle-grade lessons and programs; assessment coordination and referral of students to health and social services; and observation and participation in middle school classrooms. Prerequisites: Education 303 and 304.

312 Art Education
The media and methods of teaching elementary students through art. Required only for elementary certification. One-half course credit. (This course, which is required for elementary certification, does not carry graduation credit but will be recorded on the student's academic record and may be taken in addition to the regular course load. No tuition fee for this course is charged to full-time students paying the comprehensive tuition for the semester.)

313 Reading in the Content Areas
Multiple approaches to the teaching of reading, characteristics of language development and its relation to intellectual development in the disciplines, and the application of instructional models to the teaching of writing and reading in the content areas, including teaching exceptional students, especially the learning disabled. This course must be taken concurrently with Education 315. Prerequisites: Education 210 and teacher certification candidate status.

314 Inclusive Learning Environments
Emphasis on approaches and methodology that establish an inclusive classroom environment including strategies for curriculum and management modification for students with exceptionalities. Topics include identification of various exceptionalities (e.g., learning disabilities, mental retardation, physical disabilities, etc.) that affect students and the structuring of their learning environments; the role of the special educator in relation to the regular classroom teacher; federal and state legislation that governs special education and the role of the regular classroom teacher; observation and analysis of students with exceptionalities in various learning environments; multicultural and linguistic differences as related to special education. Limited to juniors and seniors who plan to complete certification. Prerequisite: Education 303/304 or 313/315 or permission of the department chairperson.

315 Middle School Fieldwork and Seminar
Half-day internship in the middle and junior high school. Secondary certification candidates complete 125 hours of supervised classroom observation and participation. Placements are arranged by the Education Department and supervised by faculty within the Education Department on a biweekly basis. Placement at a multicultural site is required. Prerequisite: Acceptance for certification candidacy. (Meets GEC Cultural Diversity Requirement.)

416: Curriculum in the Elementary School: Content-Area Literacy and Social Studies
Seminar focusing on curriculum and instructional planning for elementary teaching. Includes theoretical and philosophical frameworks for curriculum design, instructional approaches, and assessment. Also stresses principles of establishing various learning environments for student engagement in learning and curriculum integration and how curricula are organized for children at differing developmental levels with various backgrounds in school literacy environments. Includes content-area reading theories, strategies, approaches to the organization of social studies curricula and instruction, and integration of the fine arts. Prerequisite: Education 303/304 with a grade of B- or better; co-requisite: Education 417.

417: Curriculum and Instruction in the Elementary Schools: Math and Science
Seminar focusing on curriculum and instructional planning for elementary teaching in math and science and how math and science curricula are organized for children at differing developmental levels and with various backgrounds. Includes theoretical and philosophical frameworks for curriculum design, instructional approaches, and assessment in math and science. Also stresses principles of and practice for using various technological teaching tools. This course has substantial fieldwork experiences in science, math, and technology instruction. Prerequisite: Education 303/304 with a grade of B- or better; co-requisite Education 416.

418 Student Teaching and Elementary Seminar
Full-day supervised teaching for 14–15 weeks in a cooperating school and a weekly seminar. This course is graded only on a Credit/D/Fail basis. Prerequisite: Education 416/417 with a grade of B- or better.

419 Secondary Curriculum and Instructional Design
Seminar focuses on the practical use of educational theory in the secondary classroom by investigating and applying knowledge of curriculum design, learning theory, lesson and course planning, evaluation, integration of classroom technology, and management. Student will conduct research on teaching theory, present general lesson design demonstrations, and analyze unit structures and resources. Prerequisite: Education 313/315 with a grade of B- or better; co-requisite Education 420.

420 Discipline-Specific Secondary Instructional Design
Seminar focusing on approaches and methodology in the teaching of the content area of certification. Students will explore instructional theories central to their teaching discipline, subject matter-specific ways of constructing knowledge, and specific methods of inquiry and assessment for learning in a particular subject field. Students will conduct research on an area of study, present content-area demonstrations, lectures, and activities, and construct an electronic portfolio of resources for teaching in their disciplines. In addition, each student will be assigned a clinical placement in a high school for observation hours and consultation with a field-based faculty mentor in connection with the class. Prerequisite: Education 313/315 with a grade of B- or better; co-requisite Education 419.

421 Student Teaching and Secondary Seminar
Full-day supervised teaching for 14–15 weeks in a cooperating school and a weekly seminar. This course is graded on a Credit/D/Fail basis. Prerequisites: Education 419 and Education 420 with a grade of B- or better.

Education Courses Offered Less Frequently

232 The Teaching of Writing
Introduces students to theories of writing development with the intention of learning to teach others how to improve their writing skills and strategies. (Cross-listed as English 232.)

311, 411 Advanced Fieldwork
Students who have completed 210 and 303/304 or 313/315 and wish to have additional experience of a different nature in school settings may apply for independent study in schools. Research on some special aspect of schooling is often required. This course is graded only on a Credit/D/Fail basis.

415 Special Studies in Education
Advanced research in the process of schooling and teaching. May be an independent project or an advanced internship. Available only to juniors and seniors.

ENGLISH

Professor Richard Mallette (Chairperson)
English Literature. The Renaissance.

Associate Professor Robert Archambeau
English Literature. Nineteenth-Century Literature. Writing Poetry.

Associate Professor Judy Massey Dozier
African American Literature. Gender Studies. Nineteenth-Century American Literature.

Associate Professor Bernice E. Gallagher
Director of Writing Programs.

Associate Professor Benjamin Goluboff
American Literature. Nineteenth-Century Literature. Literature and the Environment.

Assistant Professor Carla Arnell
Ancient and Medieval Literature.

Assistant Professor Richard Pettengill
Theater. Dramatic Literature. The Renaissance.

Assistant Professor Davis Schneiderman
Writing. Twentieth- and Twenty-First-Century Literature. Postmodernism.

Lecturer Tracy McCabe
Women's Studies. Writing.

Lecturer Ted Schaefer
Composition. Nonfiction Writing.

The Department of English offers courses central to liberal arts education, not only for English majors but also for other students who wish to enrich their understanding of literature and language and to develop their skills as readers and writers. These are skills essential to leading constructive and imaginative lives. They also provide preparation for careers in law, teaching, publishing, advertising, communications, business—for any work that requires the ability to read, to write, and to think well. The department provides a range of courses for all students in the College. Writing courses include English 100, 231, 235, 242, 330, 360, and 361 (some writing courses require the submission of a writing sample to the instructor). Literature courses designed for first-year students include English 110 (designed for prospective majors) and many 200-level courses. With the exception of 100 and First-Year Studies, all English courses are open to upperclass students of all majors.

ENGLISH MAJOR

The department has designed a curriculum for English majors that reflects our commitment to the study of literature as well as writing. Hence we offer two areas of concentration: a literature track and a writing track. Both are grounded in a study of literary tradition. All majors learn how to read and interpret complex texts, how to relate one text to another and to a tradition, and how to read texts within historical and multicultural contexts. We offer literature courses organized in various ways, focusing on historical periods, single authors, literary types, thematic issues, multicultural literatures, and gender issues. Majors who choose the writing track elect to focus on either imaginative or nonfiction writing.

After choosing either a literature track or a writing track, students continue to diversify and deepen their study in advanced courses appropriate to the track.

Literature Track Requirements
Classics of Literature Sequence (to be taken in chronological order): English 210, 211, and 212.

Two period courses from English 300, 301, 302, 304, 305, 306, 307, 345, 351, 400, 401, 402, and 403.

One course from English 204, 216, 220, or a third course from the second list above.

English 450.

At least two electives to complete a nine-course minimum for the major.

Writing Track Requirements
Classics of Literature Sequence (to be taken in chronological order): English 210, 211, and 212.

One course from English 204, 216, 217, 218, 220, 300, 301, 302, 304, 305, 306, 307, 345, 352, 400, 401, 402, and 403.

The Writing Courses
For imaginative writers: 235; then 360, 361, or 242; and 440.

For nonfiction writers: 230, 330, and 440.

At least two electives to complete a nine-course minimum for the major.

Freshmen considering an English major are advised to take English 110. Once a major has been declared, the student will consult with a departmental advisor and work out an appropriate study program. Majors in the literature track who plan to do graduate work in literary studies should consult with their advisors and orient their programs toward the period courses and have a reading knowledge of at least one modern foreign language, preferably French or German. Special studies courses in which topics may vary from year to year (223, 224, and 326) may be taken more than once, but majors may count them only once toward the nine-course minimum for the major.

Students declaring the English major after September 2003 will be required to pass a qualifying examination within two semesters of declaring. The examination will involve defining 25 terms descriptive of literary form. These 25 will be drawn from a list of 75 that the department will distribute in all its courses. All required 200-level courses in writing and literature will involve discussion of these formal terms. Except in extraordinary circumstances, students will have two chances to pass the exam.

ENGLISH MINOR

Classics of Literature Sequence: 210, 211, and 212.

Two courses from 300, 301, 302, 303, 304, 305, 306, 307, 345, 400, 401, 402, and 403.

One course at 200 or above, to complete a six-course minimum for the minor.

SENIOR RULE

The following rule applies to all seniors majoring or minoring in English: No written work submitted for any course offered within the English department shall be considered acceptable unless it is free of errors in grammar, punctuation, spelling, and usage.

100 English Composition

Designed for first-year students and other students (upon consultation with the director of writing programs) to achieve effective expository and argumentative prose. Frequent papers will develop basic writing and research skills. (Does not apply toward the major. Not open to upperclass students. Does not meet GEC Humanities Requirement.)

101 Writing Center Tutorial

An expository writing course for students identified by the director of writing programs. (Does not apply toward the major. Not open to upperclass students. Does not meet GEC Humanities Requirement.)

110 Introduction to Literary Studies

Designed to introduce prospective majors to English studies. Primarily for first-year students but also for others who wish to acquire useful skills as readers and writers by developing critical abilities in studying literature. (Does not apply toward the major. Meets GEC First-Year Writing Requirement.)

204 Nineteenth-Century American Literature

Works of representative writers: Poe, Hawthorne, Melville, Thoreau, Emerson, Whitman, Dickinson, and Twain. Topics of discussion include Emerson's influence on American culture, developments in American literary form, and themes of American community and nature.

205 Twentieth-Century American Literature

Works of representative writers: James, Crane, O'Neill, Adams, Mencken, Frost, Fitzgerald, Hemingway, Faulkner, and Dos Passos.

206 American Nature Writing

An historically organized survey of the various rhetorics through which nature has been understood by Americans from the Puritans to contemporary writers: the Calvinist fallen landscape, the rational continent of the American Enlightenment, conservation and "wise use," and preservation and "biodiversity." (Cross-listed as Environmental Studies 206.)

210 Ancient and Medieval Literature

The origins of Western literary tradition traced through such classic figures as Homer, Virgil, and Dante. A survey of major English literary texts, culminating in Chaucer. (Meets GEC First-Year Writing Requirement.)

211 English Literature I: The Renaissance and Eighteenth Century

The continuation of the Classics of Literature Sequence, focusing on such major figures as Shakespeare, Milton, Swift, and Pope seen against the developments and traditions of the two periods. Prerequisite: English 210.

212 English Literature II: The Nineteenth and Early Twentieth Centuries

The third in the Classics of Literature Sequence, from the Romantics through Modernism, seen against the developments and traditions of the last two centuries. Prerequisites: English 210 and 211.

215 Myth and Literature

An examination of the ways in which literature derives from, alters, and creates myth. Readings drawn from the Bible, classical mythology, Arthurian legend, and medieval and modern literature.

216 African American Literature I

A study of slave narratives and contemporary revisions. Includes works by Equiano, Douglass, Delaney, Jacobs, Morrison, Johnson, and Williams. (Cross-listed as African American Studies 216. Meets GEC Cultural Diversity Requirement.)

217 African American Literature II

An examination of narrative attempts before, during, and after the Harlem Renaissance to move from imposed stereotypes toward more accurate representations of African American experiences. Includes works by Chesnutt, Du Bois, Hurston, Larsen, Hughes, Toomer, Baldwin, and Walker. (Cross-listed as African American Studies 217. Meets GEC Cultural Diversity Requirement.)

218 Blues Women in African American Literature

An analysis of the representation of "blues women" and the music in writings by African Americans. Authors include Larsen, Hurston, Morrison, Wilson, Jones, and Walker. (Cross-listed as African American Studies 218. Meets GEC Cultural Diversity Requirement.)

223 Literary Types and Traditions: Multicultural Literature

An examination of literary works by writers from American minority groups and from the post-colonial world. The course explores how these writers negotiate between cosmopolitanism and a sense of rootedness in particular communities. (Meets GEC Cultural Diversity Requirement.)

224 Special Studies: Literature of the Vietnam War

This course examines the Vietnam War as refracted through various literary genres. The readings for the course include Graham Green's *The Quiet American*, Tim O'Brien's *The Things They Carried*, and Truong Nhu Tang's *Vietcong Memoir*.

224 Special Studies: British Detective Fiction

In this course we will read a few Victorian novels—by Charlotte Bronte, Wilkie Collins, and Charles Dickens—that focus (as much as what Henry James called "loose baggy monster(s)" can focus) on a secret, mystery, or crime. They all have characters who function as detective figures, villains, victims, and suspects. The date and place of the first "real" detective story is often debated, but discovering these "facts" will not be the goal of the course. Instead, we will look at what was happening to the form at this specific time and place.

225 Women and Literature

A study of how gender has affected the production and reception of literature. Emphasis on women writing in English between 1800 and the present. Attention paid to the representation of women in writings by men. Writers covered may include Austen, Brontë, Dickinson, Woolf, Plath, and more recent authors. (Meets GEC Cultural Diversity Requirement.)

231 Introduction to Journalism

A course in news reporting and writing for newspapers, magazines, and broadcast media. With workbook exercises and writing assignments, students handle many kinds of journalistic story, ranging from interviews to sports and speeches and investigative reporting. Intended for English and communications majors.

235 Introduction to Creative Writing

A beginning course in the art of writing fiction, poetry, and nonfiction prose. Literary analysis will be combined with creative assignments. Group discussions and individual conferences.

250 Contemporary Literature

This course will trace the evolution of publishing into an apparatus of consumer marketing by examining the ways in which literature has been made to function as a "safe" channel for rebellious energy. To this end, the course will deal with both popular and literary texts that address questions of ideology and the marketplace, and will utilize a diverse selection of multicultural literary perspectives.

251 Postcolonial Literatures
A course exploring themes in the literatures of Africa, India, the Caribbean, and the Islamic world from the end of colonialism to the present day. Topics include postcolonial "writing back" to the literature of empire; nativism; ethnocentrism and the search for an authentic postcolonial voice; cultural hybridity; and the literature of migration and exile. (Meets GEC Cultural Diversity Requirement.)

252 Introduction to Women's and Gender Studies
This course is an introduction to the field of women's studies with an emphasis on literary texts studied in connection with ideas about gender in other disciplines, including science and social science. (Cross-listed as Women's and Gender Studies 252. Meets GEC Cultural Diversity Requirement.)

300 Medieval Studies: The Chaucerian and Arthurian Traditions
This course will consider two overlapping traditions of medieval narrative: the courtly romance culminating in Malory's *Le Morte D'Arthur* and the realistic or bourgeois narrative characteristic of Chaucer. Readings will also explore the continental roots of the English masterpieces, including selections (in translation) from Boccaccio, Chrétien de Troyes, and *The Romance of the Rose*. Prerequisite: English 210.

301 The Renaissance
A study of early modern genres, including works by Parr, Sidney, Spenser, Shakespeare, Donne, and Wroth. Prerequisites: English 210 and 211.

302 John Donne and His Contemporaries
Literature of the earlier seventeenth century with close study of works by Donne, Herbert, Jonson, Burton, Browne, and others in the baroque tradition. Prerequisites: English 210 and 211.

304 The Romantic Period
Key works, both poetry and prose, of Blake, Wordsworth, Coleridge, Lamb, Byron, Shelley, and Keats. Exploration of themes and ideas of a revolutionary era. Prerequisite: English 212.

305 Victorian Literature
Masterpieces of fiction, nonfiction, and poetry by Dickens, Tennyson, Browning, Carlyle, Arnold, Hardy, Wilde, and others. Prerequisite: English 212.

306 The English Novel
Development of the novel; representative works by major figures from Defoe through Conrad. Prerequisite: English 212.

307 Women Writers: Austen, Wharton, Woolf
Detailed study of several novels and other writings by each author. Attention paid to historical context and to feminist theories of literature. (Meets GEC Cultural Diversity Requirement.)

308 Jonson and the Jacobean Playwrights
Although the early 17th century in London usually brings Shakespeare to mind, there were many talented and stage-worthy playwrights writing during the period. In this course we will read (and perform parts of) plays by some of the best of them, including witty, satiric comedies by Ben Jonson and tragedies by Marston, Middleton and Rowley, Tourneur, Webster, and Ford. Prerequisite: English 211. (Cross-listed as Theater 308.)

310 Introduction to the African Novel in English
A study of the political concerns that motivate a group of African writers and an investigation of the way formal strategies and techniques derived from African cultural traditions shape a hybrid with imported European forms. Readings include Chinua Achebe's *Things Fall Apart*, Buchi Emecheta's *The Joys of Motherhood*, Ayi Kwei Armah's *The Beautyful Ones are Not Yet Born*, Ngugi wa Thiong'o's *Devil on the Cross*, Mariama Ba's *So Long a Letter*. (Cross-listed as African American Studies 310. Meets GEC Cultural Diversity Requirement.)

316 Voices of Reform: Nineteenth-Century African American Writings
A study of African American literature and theory published immediately before and following the Civil War. Readings will focus on identity (re)formation, social order, morality, Northern neo-slavery, institution building, women's rights. Authors will include Booker T. Washington, Ida B. Wells-Barnett, Anna Julia Cooper, Harriet Wilson, Frances E.W. Harper, William Wells Brown, Sojourner Truth, Charles Chesnutt, and Frederick Douglass. English 216 is the prerequisite for first-year students and sophomores; no prerequisite for juniors and seniors. (Meets GEC Cultural Diversity Requirement.)

322 Modern Poetry
Major figures in English and American poetry of the twentieth century. Prerequisite: any 200-level literature course.

325 Black Literature of the 1960s
A study of the literature produced by participants in the Black Arts and Civil Rights movements. Authors may include Amiri Baraka, Malcolm X, Martin Luther King Jr., Haki Madhubuti, Sonia Sanchez, Assata Shakur, Eldridge Cleaver, Gil Scott-Heron, and Angela Davis, among others. Prerequisite: English 217 or permission of the instructor. (Cross-listed as African American Studies 325. Meet GEC Cultural Diversity Requirement.)

326 Interdisciplinary Studies: Postmodernism
An interdisciplinary study of postmodernism as a literary and cultural phenomenon that redefines both local and global communities. The course will investigate aesthetic production during the post-WWII period by American and world writers and artists, with an additional focus on the theoretical basis of postmodernism. (Meets GEC Cultural Diversity Requirement.)

330 Advanced Nonfiction Writing
Emphasis on writing the personal essay and other kinds of creative nonfiction, i.e., film reviews, travel writing, and descriptive writing. Students will complete at least one lengthy writing project of their own devising. Workshop, group discussion, and conferences. Prerequisite: English 235.

341 Romanticism: Revolutions in Self and Society
The Romantic Era (ca. 1780–ca. 1830) is often considered to be a period of revolution in politics, culture, and society. This course examines the evolving relationship of self and society through five decades of European history. Discussions will center on major figures and events of the Romantic period in English, France, and Germany.

345 Neglected American Novels of the Nineteenth Century
A seminar on nineteenth-century novels not usually covered in typical surveys of the century. Course material will include novels by neglected writers such as Harold Fredric and Lydia Maria Child, along with some less-known works by major figures such as Melville and Stowe. Prerequisite: English 204.

351 Junior Colloquium: American Women Writers of the Gilded Age: 1865–1914
America experienced wide-ranging and rapid changes between the Civil War and World War I, and women writers responded by producing fiction that is valuable as both social record and literary art. This course examines the social practices, economic/political environment, and religious beliefs of the late nineteenth century, at the same time that it shows how culture, history and gender influenced female authors and their audiences. Women writers expressed a variety of opinions and pointed out valid concerns that continue to exist in American culture today. At the same time, their work calls into question our understanding of such standard critical terms as romance and realism, as well as assumptions about the place of nineteenth-century women writers in the literary canon. Authors include Alcott, Woolson, Chopin, Gilman, Wharton, and others. (Meets GEC Cultural Diversity Requirement.)

352 Modern Irish Writers
A course in Irish fiction, poetry, and drama of the twentieth century, including works by Joyce, Beckett, Yeats, and Synge. We will explore questions of nationalism, language, and modernism in Irish literature and will consider the works in historical contexts.

360 Creative Writing: Fiction
An intermediate course in the craft of the short story. Group discussions and individual conferences. Prerequisite: English 235.

361 Creative Writing: Poetry
An intermediate course in the craft of poetry. Group discussions and individual conferences. Prerequisite: English 235.

362 On-Site Study at Victory Gardens Theater
In coordination with a Lake Forest College faculty member and the associate artistic director at Victory Gardens Theater, two students per semester will develop plans of individual study at Victory Gardens Theater. For the primary emphasis of the course, the students will be expected to work at Victory Gardens between 10 and 20 hours per week. The Lake Forest College faculty member will oversee all aca-

demic facets of the course and will meet regularly with the students at the Lake Forest College campus. Students enrolled in this course will take it as a Credit-D-Fail option.

For application information, interested students should consult with the English Department faculty member designated as the English 362 liaison. Students who plan to minor in theater must also consult with a designated representative from that program.

400 Herman Melville
An advanced seminar examining Melville's fiction and poetry in the context of nineteenth-century American culture. Readings will include *Typee*, *Moby Dick*, *Israel Potter*, and "Battle Pieces." Prerequisites: English 204 and significant progress in the Classics of Literature Sequence.

401 John Milton
An intensive study of the poetry of Milton, with extended attention to *Paradise Lost*. Emphasis on the classical and Judeo-Christian context of Renaissance culture. Prerequisites: English 210 and 211.

402 Geoffrey Chaucer
An advanced course including study of *The Canterbury Tales*. Emphasis on Chaucer's earlier masterpiece *Troilus and Criseyde* as well as his dream-vision poems. Prerequisite: English 210.

403 Emily Dickinson
An advanced seminar on the poetry and letters of Emily Dickinson. Emphases on the cultural context of Dickinson's work and its critical reception. Prerequisite: English 204.

440 Advanced Writing Seminar/Tutorial
An advanced course in which each student completes a Senior Writing Project: a portfolio of work in poetry, fiction, drama, or nonfiction prose. Group discussion and individual conferences. Intended for senior majors in the writing track. Prerequisites: (a) English 235; and (b) English 242, 330, 360, or 361. (Meets GEC Senior Studies Requirement.)

450 Theory of Literature
Important critical modes and approaches to literature; an integrating experience for the senior major. (Meets GEC Senior Studies Requirement.)

English Courses Offered Less Frequently

208 European Classics of the Late Eighteenth and Nineteenth Centuries
Readings in major nineteenth-century and early modern authors, e.g., Goethe, Balzac, Flaubert, Zola, Dostoevsky, Tolstoy, Ibsen, and Mann.

203 American Literature I: Early American Literary Culture
The origins and growth of the American literary imagination from its beginnings in Puritan documents through major works of the early Romantics.

232 The Teaching of Writing
(Cross-listed as Education 232.)

303 The Age of Satire: The Pope–Swift Circle
Principal neoclassical writers, including the Restoration dramatists and Dryden; the Augustans; Johnson, Fielding, and Sheridan.

321 Modern Fiction
An exploration of modern fiction as it developed in the late nineteenth and twentieth centuries, including such writers as Dostoevsky, Joyce, Lawrence, Kafka, and Hemingway. Prerequisite: any 200-level literature course.

342 History and Literature: Crises in England, 1485-1660
An interdisciplinary opportunity to investigate one seminal era. Topics include the "lost" world of early modern family and social life; the English Reformation; the aristocracy and the rise of the gentry; Renaissance heroism and "self-fashioning"; women's lives and literature; early modern biography and lyric subjectivity; Tudor and Stuart monarchy; the causes of the English Civil War; and the emergence of the scientific worldview. Prerequisite: either one English or one history course at the 200 level or above. (Cross-listed as History 342.)

Following are cross-listed theater courses. For credit toward the English major, please consult your advisor.

Theater 230 Theater History I: Greeks to Shakespeare (English 230)

Theater 231 Theater History II: Molière to Ibsen (English 232)

Theater 232 Theater History III: Shaw to Kushner (English 237)

Theater 233 Theater History IV: Circus to Performance Art (English 233)

Theater 235 Theater History VI: Musical Theater (English 236 and Music 235)

Theater 236 Shakespeare (English 220)

Theater 245 Dramatic Criticism (English 245)

Theater 270 Playwrighting (English 242)

Theater 308 Jonson and the Jacobean Playwrights (English 308)

Theater 337 Women in Theater (English 365)

Theater 338 Activism in Theater: Gay, Lesbian, Transgender Voices (English 385)

Theater 340 Theater Criticism (English 340)

Theater 362 On-Site Study at Victory Gardens Theater (English 362)

Theater 370 Advanced Playwrighting (English 370)

Theater 380 Violence in Theater: Shakespeare to Tarantino (English 380)

ENVIRONMENTAL STUDIES

Professor Steven P. Galovich

Associate Professor Benjamin Goluboff

Associate Professor Anne Houde

Associate Professor Jeffrey Sundberg (Chairperson)

Assistant Professor Caleb Gordon

Assistant Professor Rui Zhu

Lecturer Herb Bronstein

Lecturer Lynn Westley

Lecturer Raymond Wiggers

Environmental Studies is an interdisciplinary program that looks at the environment in many different ways. The environment can be studied as the set of natural systems that determines the health of the planet, or as the variety of ways humans have influenced the environment around them. The program values the perspectives of many different disciplines from the natural sciences, social sciences, and humanities. Its majors learn a variety of ways to address environmental issues and the value of using an interdisciplinary approach to these topics. However, students are encouraged to build a set of disciplinary skills in addition to the broader exposure required by the major.

ENVIRONMENTAL STUDIES MAJOR

(No minor is currently available.)
Mathematics 150 (Introduction to Probability and Statistics) or Economics 180 (Quantitative Methods for Economics and Business); Chemistry 110 (General Chemistry I); Biology 220 (Ecology and Evolution); Environmental Studies 280 (Interdisciplinary Approaches to Environmental Issues).

One of the following:
Environmental Studies 210 (Environmental Ethics); Environmental Studies 212 (Multicultural Approaches to the Environment); or Environmental Studies 240 (Religious Perspectives on Environmental Issues).

One of the following:
Economics 210 (Microeconomic Theory); or any politics course at the 200 level or above.

Students are strongly encouraged to take the introductory biology sequence that leads to Biology 220 and to take Chemistry 111. Additional chemistry courses are also strongly recommended. These courses are prerequisites for many of the upper-level science courses in which environmental studies majors are often interested, and they are also considered desirable, often even required, for many internships and career opportunities.

Additional requirements:
Four elective courses from the lists of elective courses below; at least one must be from each group, and at least two must be 300-level or above.

Environmental Studies 480 or other course work appropriate for completion of the Senior Studies Requirement.

Students are urged to consult carefully with their advisors to design a program of study that best meets their interests and needs. Students are also encouraged to consider a research project, off-campus program, or internship as a way to further their studies. An internship cannot replace an elective course, but is in many cases an excellent complement to the student's course work. Students electing to major in environmental studies must choose a member of the Environmental Studies Program Committee for academic advising.

Elective courses in each division include the following:

Group 1 (Natural Sciences)
Environmental Studies 370, 375, 380

Biology: 221 (Cellular and Molecular Biology); 342 (Developmental Biology); 344 (Animal Behavior); 384 (Plant Biology); 389 (Evolution)

Chemistry: 220 (Organic Chemistry I); 221 (Organic Chemistry II); 300 (Biochemistry)

Group 2 (Humanities and Social Sciences)
Environmental Studies 206, 271, 320, 321, 340, 361

History 263 (American Cities)

110 Our Dynamic Planet
This survey of the earth sciences provides an introduction to our planet's geology, physical geography, soils, biological zones, and climates. Specific topics include a look at the 4.6-billion-year history of earth; plate tectonics and the motion of continents. We will learn to read the landscape with the help of maps and the Global Positioning System and discuss the formation and classification of minerals, rocks, and fossils. Lectures, discussions, two required field trips. Three hours a week. No prerequisites. Not applicable toward major or minor. (Meets GEC Natural and Mathematical Sciences Requirement.)

120 Introduction to Oceanography
This course is an introductory study of the ocean and how it works, the nature of the sea bottom, causes and effects of currents and tides, animal and plant life in the sea. An important goal is to understand the implications of human impact on the marine environment, water quality, and pollution problems in estuaries, wetlands, and open ocean. The influence of geo-politics and geo-economics on the ocean environment will be addressed. (Meets GEC Natural and Mathematical Sciences Requirement.)

206 American Nature Writing
(Cross-listed as English 206.)

210 Environmental Ethics
(Cross-listed as Philosophy 210.)

212 Multicultural Approaches to the Environment
(Cross-listed as Philosophy 212.)

240 Religious Perspectives on Environmental Issues
(Cross-listed as Religion 240.)

271 Technology and Human Values
(Cross-listed as Sociology and Anthropology 271.)

280 Interdisciplinary Approaches to Environmental Issues: Wildlife in North America
This seminar examines the history of wildlife in North America and how human attitudes toward that wildlife have varied. It will cover topics such as Ice Age mammals and extinctions, predator bounties and reintroduction programs, captive breeding programs for species such as California condors, deer culling, and the Endangered Species Act. Readings will be drawn from a number of fields including ecology, conservation biology, literature, economics, politics, history, religion, philosophy, and art history. Prerequisite: three courses that count toward the environmental studies major, or completion of two such courses and concurrent registration with a third course. This course does not meet any GEC requirement.

320 Landscape and Representation
(Cross-listed as Art 320.)

321 U.S. Energy and Environmental Policy
(Cross-listed as Politics 321.)

340 Environmental and Natural Resource Economics
(Cross-listed as Economics 340.)

361 Environmental Law
This course will explore basic issues of law and policy involved in the consumption, conservation, and regulation of natural resources. In particular, we will consider how various competing public and private interests in the use and protection of the environment affect legislative, administrative, and judicial decision making. Topics to be discussed include:\ agency management of environmental risk; civil suits as a means of environmental law enforcement; wilderness and the use of public land; takings and other private property rights concerns; federalism and the environment. Among other statutes, we will examine the National Environmental Policy Act, the Clean Air Act, the Wilderness Act, the Endangered Species Act, and the Toxic Substances Control Act.

370 Ecology
(Cross-listed as Biology 370.)

375 Conservation Biology
(Cross-listed at Biology 375.)

380 Tropical Ecology and Conservation
(Cross-listed as Biology 380.)

480 Senior Seminar: Of Biodiversity, Bucks, and Beans: Ecology and Economics of Coffee Production in Latin America
Coffee is the largest source of foreign exchange in Latin America, where it is also the most significant land use in this region's world-famous biodiversity-rich cloud forests. This course will use a research project on the microeconomics and bird conservation value of various coffee cultivation systems, currently being conducted by Lake Forest College biology and economics professors, as a microcosm in which to explore broad issues of tropical biodiversity conservation in the context of the economic systems with which they are intimately linked. Class sessions will be devoted to discussion of readings, guest lectures, and student presentations. Prerequisite: Environmental studies major with senior standing. Senior non-majors may enroll with permission of the instructor.

490 Internships
Off-campus experience supervised by a faculty member.

499 Independent Study
Tutorials, research projects, and senior theses are available forms of independent study, with permission of an instructor.

FIRST-YEAR STUDIES

Dean of Students (or designate)

Professor Cynthia Hahn (Chairperson)

Professor Steven Rosswurm

Associate Professor Laura Kateley

Assistant Professor Kirk-Evan Billet

Assistant Professor David Boden

Associate Librarian Corrine L. Stevens

Though diverse in subject matter, First-Year Studies courses share several aims. First, they are small in size in order to encourage discussion and interaction. Second, First-Year Studies courses are intense and challenging, stressing critical thinking and writing along with the development of good work habits and academic skills. (Note: All First-Year Studies courses satisfy the First-Year Writing Requirement; see the section titled Undergraduate Curriculum.) Finally, in these courses, the instructor serves as the student's academic advisor. The following are current or recent offerings.

100 Research Methods and the Liberal Arts
What's the difference between a college professor and a high school teacher? How does a liberal arts college differ from a big university? How do professionals conduct their research? What are the secrets to college success? This course is an occasion for self-reflection on the purpose and process of college study. Topics will include the history and goals of liberal arts education, time management, information literacy, academic honesty, critical thinking, literature searches, references and bibliography style, and discussion leadership. Students will construct a particular kind of literature search, analyze prose arguments, and annotate a bibliography.

101 General Chemistry Laboratory
This course is a special laboratory section of General Chemistry (Chemistry 110) that focuses on the fundamentals of chemistry and the ways scientists think and make decisions. Knowledge and problem-solving skills developed in this course are essential to the further study of chemistry, biology, and medicine. The laboratory experience correlates closely with lecture topics. Laboratory experiments emphasize chemical reactions, spectroscopy, gas chromatography, computational chemistry, and molecular modeling. Co-requisite: enrollment in a Chemistry 110 lecture section.

102 Physics (with Laboratory)
Kinematics, Newton's laws of motion, conservation principles, oscillations, and waves. Physics 110 uses algebra and trigonometry . Physics 120 has Mathematics 110 (Calculus I) as a co-requisite (Cross-listed as Physics 110, 120.)

103 Musical Acoustics
The principles of physics are used to explore and explain many aspects of acoustics, such as the unique timbre of a musical instrument. The course begins with the basic physics necessary to understand vibrations and sound. Other topics will be human hearing, musical sound, sound reproduction and architectural acoustics. There will be hands-on work in the laboratory and three or four trips to Chicago-area institutions. Prior knowledge of music is not necessary but will be helpful. This course can be taken concurrently with Physics 110 or 120 for those considering a major in a physical science.

104 Rise and Fall: Ancient Cultures and the Environment
From the fall of Rome to the mystery of Easter Island, human impact on ancient environments has contributed to the collapse of civilizations. But some ancient societies developed sustainable relationships with the environment. We will explore the role of ancient cultures in the environment in order to gain an understanding of current environmental problems. Field trips to institutions such as the Field Museum and the Oriental Institute are planned. This course will be organized as a seminar and discussion course and will include films and guest speakers.

105 Music in Chicago
Chicago has played a critical role in the history of American music, especially the blues and jazz. The city's musical life has been enriched by the contributions of immigrants from around the world. Chicago also has a vivid his-

tory of classical music performance through such organizations as the Chicago Symphony Orchestra, the Lyric Opera, and the Ravinia Festival. Using Chicago's rich musical culture as a backdrop, this course enhances critical listening skills, unlocking the secrets of rhythm, melody, harmony, timbre, and form through in-class work and attendance at concerts in Chicago and on campus.

106 Medical Mysteries: Neuroscience & Society
This course is designed to excite beginning students about how neuroscience, one of science's most active research fields, connects with human society. Knowing how our brains work is one of the final frontiers for scientific exploration. Neurological diseases are fast becoming the major twenty-first-century health concern of the United States. Students will explore basic biology of the human nervous system and investigate how brain dysfunction causes devastating, mysterious medical illnesses. Students will debate ethical dilemmas that face society as scientists race toward solving such mysteries and experiment with potential new treatments. Students will conduct a research experiment using nerve cells, dissect real human brains, and organize a campus-wide "brain awareness" week. Meets for two lectures and one 2-hour laboratory per week. Those who have pre-health, natural science, or psychology interests may be particularly attracted. High school biology strongly recommended.

107 Vertebrate Paleontology
In this course students will explore the history of vertebrates (animals with backbones), and learn how paleontologists use the remains of organisms to test hypotheses about how those organisms lived. Topics will include evolution, extinction, geology, cladistics (a technique for studying evolutionary relationships of organisms), and biomechanics (how the principles of engineering apply to organisms). Students will be evaluated based on papers, exams, classroom activities, and an oral presentation. The class meets twice per week, and at least one class trip will be made to the Field Museum in Chicago. High school biology background is recommended.

108 Natural History of the Chicago Region
Unbeknownst to many of its residents, Chicago is located at a great ecological transition zone, on the boundary between the Great Lakes and the Great Plains, between forests and prairies, and on the southernmost edge of the Wisconsonian ice sheet's advance during the last ice age. All contributes to an impressive array of different ecosystems types that can be found within "Chicagoland." Most of the three-hour, once-per-week meetings of this course will be spent in the field exploring this ecological diversity as we discuss the species diversity, basic ecology, recent anthropogenic changes, and ongoing efforts toward the conservation and restoration of various types of ecosystems in the Chicago region.

109 Euclid's Elements: Book I
Written some 2000 years ago, Euclid's *Elements* (ca. 300 B.C.) remains the standard geometry text throughout the world. The 13 books of the *Elements* are not just of interest to the mathematical community; their importance to Western civilization is rivaled only by the Bible. Book I of the *Elements* codifies the foundations of plane geometry. In this course, we will examine the 48 propositions of Book I, culminating with Euclid's proof of the famous Pythagorean Theorem.

112 Sociology and Chicago
This course aims to familiarize students with the mutual relationships between Chicago and sociology. The city of Chicago played a seminal role in the evolution of the field of urban sociology. While examining a range of classical texts written by Chicago-associated sociologists, the course will provide a sociological outlook on this city. Reading of the classical texts and field excursions to Chicago neighborhoods are integral to this course. Group visits to Chicago will emphasize urban change and ethnic patterns of settlement and coexistence.

125 Chicago in the Global Economy: A Cross-Cultural Perspective
With more than 130 consulates and foreign trade offices, and headquarters of many international companies, Chicago provides an excellent opportunity for assessing potential benefits and concerns of global business activities. Course emphasis will be on the influence of Chicago-based businesses, trade organizations, and government agencies on economic development and improved quality of life around the world. Chicago resources will provide speakers, visits, research sites, and reference materials. Visits to cultural centers, museums, and retail establishments will enhance awareness of varied cultures. Instructional activities will include team projects, interviews, and field observations to address issues related to influences of international trade activities for emerging markets.

127 Health Care in the United States: Problems and Prospects
This course will investigate the main issues surrounding the current production and distribution of health care in the United States. Topics will include the rising costs of health care, the increasing number of uninsured Americans, recent trends in the pharmaceutical industry, the impact of policy decisions on Medicare and Medicaid provision, and the potential for moving toward a government-provided universal coverage system of health care. Discussion of ethical implications of health care delivery will also be included.

129 Introduction to Psychology (Laboratory)
This course examines the nature of learning, thinking, perception, motivation, emotion, states of consciousness, development, personality, psychological disorders, stress and health, the biological bases of behavior, social interaction, and social diversity. Students learn how psychologists test their theories and hypotheses as well as how to evaluate psychological claims with a critical eye. All students who wish to register for First-Year Studies 129 must also register for one of the Psychology 110 sections (Cross-listed as Psychology 110).

130 Environmental Psychology
Why is it that we get lost in some cities, but quickly find our way around others? Why do we seem to be in a better mood on sunny days than on rainy ones? What is the significance of attachment to place and home? What kinds of landscapes do humans prefer? How do we improve the design of offices, schools, and dormitories? How do we help people become more responsible environmental caretakers?

We will address these and many other interesting questions in Environmental Psychology, a discipline that is concerned with interactions between people and environments. The course will be anchored in empirical work on environment and behavior, as well as in the theory that many human behaviors and preferences have evolved in response to pressures from the physical environment. Some of our learning will be based on traditional reading and library research; some will arise from systematically observing and experiencing the unique physical environment in which we find ourselves. We will immerse ourselves in local and regional "place."

138 Human Rights in the Middle East
Much controversy surrounds the concept of human rights in the Middle East today. Most intellectuals challenge the notion that human rights developed in Western countries and are alien to Islamic culture and traditions. This course will highlight the views and activities of human rights groups, particularly in Egypt, and the criticism leveled at countries that practice torture such as Israel, Syria, Iraq, etc. The course will also include readings on the condition of women as a human rights issue and the denial of human rights to ethnic and religious minorities in certain countries.

141 America and the War on Terrorism
The course employs the central principles and concepts of politics (e.g., liberty, security, power, sovereignty, law, justice, etc.) to study the effects of 9/11 on American politics and foreign relations. The topics to be explored include the range of responses to 9/11 in the United States and abroad, the impact of the war on terrorism on civil liberties, the treatment of "enemy combatants," and homeland security and national security. The course encourages students to investigate the domestic and international political manifestations of 9/11 in the fields of the sciences, literature, film, music, business and economics, and journalism, and in the spheres of race, gender, nationality, and religion. Through field trips and presentations by public officials, scholars, and civic activists, the course uses the resources and institutions in metropolitan Chicago to study how 9/11 is changing America.

142 Roots Music in American Society
Roots music is a variety of musical styles that have evolved from distinct regional, racial, and ethnic communities (and most often from the "average common people" of those communities). As the term suggests, these musical styles have served as a source for the development of today's commercial popular music. The impact of this music can also be seen in the recent success of the movie "O Brother, Where Art Thou?" and of its Grammy-winning soundtrack. This course explores how roots music reflects and affects American society and culture. Through readings, CD listening, videos, and live concerts, the course will explore roots music styles, including Anglo-American music of the Southern Appalachians, blues, gospel, early country music, and bluegrass.

146 Anthropology of Death and Dying
This course will focus on the variety of ways in which cultures around the world deal with death, the one universal human experience after birth. Students will learn about attitudes toward and understandings of the experiences of aging, dying, and grieving, and beliefs about death and the afterlife, in a variety of different cultures around the world. Together, we will examine such questions as What is death? What is a "good death"? How do survivors cope with loss of a loved one? How do different cultures deal with the problem of what to do with a dead body? Through a close study of this fundamental human experience, students should come away with better understanding of the range of cultural behavior associated with death, and a clearer understanding of their own finality.

147 Principles of Economics: Government and Markets
Why is the government involved in some aspects of our society more than others? Depending on which approach you take, this question can be answered in many different ways and with a broad range of justifications to back up any point of view. Different economists would also provide a number of different responses to this question, especially as it relates to business and markets. However, they would also base their arguments on fundamental economic theories. The primary goals of this course are first to introduce and develop those economic theories and then to apply them to different issues and economic markets, including (but not limited to) the environment, education, health care, poverty, social security, and unemployment.

150 The Bloomsbury Group: A Study in Intellectual Community
This course focuses on the important early twentieth-century community of British intellectuals known as the Bloomsbury group. Composed of novelists (Virginia Woolf and E.M. Forster), painters (Duncan Grant and Vanessa Bell), art critics (Roger Fry and Clive Bell), an economist (J. M. Keynes), a political activist and commentator (Leonard Woolf), and a historian (Lytton Strachey), Bloomsbury offers an excellent introduction to the range and interconnection of the liberal arts. The course will look at how Bloomsbury sought to create new and specifically "modern" forms appropriate for the twentieth century. Students also consider the controversies over the group today. (Cross-listed as Art 150).

151 War and the Challenge of Pacifism
The course will focus on the evolution of Western thinking about war, from the first musings about war among the Greeks, through the emergence of the Just War tradition in the Medieval era, through early modern and twentieth-century warfare, to the emerging twenty-first-century war on terrorism. The more contemporary discussions will focus on wars involving the United States. The goal will be to examine the strengths of claims for a moral sanction for war in contrast to arguments for a pacifist rejection of the morality of war.

152 Logic and Styles of Argumentation
Examination and critique of reasoning (logic) as it occurs in ordinary language. We will learn what kinds of arguments there are, why they are constructed as they are, and what makes for good (and bad) reasoning as well as practice the skills of thinking critically in writing, listening, and speaking. Emphasis will be placed on identifying and practicing the different styles of argumentation and analysis characteristically employed in the practice of the social sciences, law, humanities, and business.

153 Introduction to Philosophy: Asian Thought
Introduction, through representative Asian thinkers from India, China and Japan, to fundamental philosophical issues such as the nature and meaning of human existence, what true happiness is, and what is real.

154 Understanding Language
Taking our ability to communicate for granted, we rarely ask: "What is language?" This course aims to create an awareness of language as a system of systems, which, although finite in its rules, is able to produce an infinite number of grammatical sentences. Once this system's phonological, morphological, and syntactic components are understood, we will apply this understanding to the correlations between language and culture, language and literature, and language and the dictionary. This course also considers concepts of creativity, metaphors, and allusion in language.

155 Introduction to Philosophy: Labor, Property, and Value
The long-running MasterCard ad campaign claims that "There are some things money can't buy: For everything else there's MasterCard," implying that certain meaningful experiences, like reaching a life goal, making your child happy, etc., are "priceless," and that paying for them is degrading: But it also implies that everything else in life can be bought and sold. What do these notions of price and priceless-ness imply about our conceptions of human worth? What is your time really worth, for instance? In Adam Smith's description of the free market economy, your time is worth exactly what buyers—i.e., employers—will pay for it. By and large, according to Smith, this situation improves everyone's quality of life. Marx, however, argued that in order for your employer to make a profit on the market, she necessarily has to price workers' time more cheaply than the commodities they produce. How free should the market be? Can governments really control the economy at all, or is it a mysterious natural force? Is there anything we want to preserve as truly "priceless"? Is it too late to do so?

In this course, we will consider the origins, meaning, and limits of economics, and how notions of economic value affect and are affected by notions of ethical, aesthetic, and political value. Readings will include Aristotle, John Locke, Adam Smith, Karl Marx, Max Weber, and Jean Baudrillard.

156 Love in Literature and Society
The concept of love, basic to human nature, has been treated in literature from time immemorial. This course examines that treatment from classical antiquity to the 1990s. Books to be read include Waller's *The Bridges of Madison County*, Segal's *Love Story*, Shakespeare's *Romeo and Juliet*, Gottfried of Strassburg's *Tristan and Isolde*, and Plato's *The Symposium*. Starting with popular modern works, the course will then focus on the masterpieces, including Shakespeare's immortal and seminal drama as well as a German classic of the Middle Ages.

157 The World of Ancient Greece
In this course, through reading original texts and scrutinizing other materials, we will attempt to understand the sources of a major legacy from antiquity. The course will open up the world of ancient Greece through reading, analysis and discussion of major texts created in the archaic and classical periods, roughly the ninth through fifth centuries B.C.E. Our authors—among them Homer, Sophocles, Euripides, Plato, and Thucydides—were not only famous throughout antiquity, they have remained profoundly influential to the present day. While we seek to reconstruct imaginatively the mentality and uniqueness of ancient Greek life, we can also question that culture about its meanings for contemporary readers. As we explore the world of ancient Greece, we will be mindful of the consequences that world has led to in our own time: to the ways in which its models have enriched us, but also to the challenges and even contradictions it can pose to the contemporary world. Although some aspects of the culture will inevitably be treated in survey fashion, students will have the opportunity to pursue individual interests and specific themes in depth. Our principal avenue of contact with ancient Greece will be through literature, but we also examine nonfiction texts from the fields of history and philosophy as well as art, theater, and modern film adaptations. Ancient Greece is not a jumble of artifacts in museums: It represents a living tradition, and we will probe the evidence for its vitality and legitimacy in today's world.

158 "What Makes Great History?"
This course is an in-depth exploration of a handful of great works by modern historians, with a view to understanding history as a discipline when at its best. What kinds of questions are these historians interested in asking? Why do they choose to ask those questions, and how do they ask them? What means do they use to develop and present answers? How are differences in style of historical presentation related to differences in substance? To consider these and related questions, classic works by such historians as Edward Gibbon, Jacob Burckhardt, Frederick Jackson Turner, and Carl Becker will be discussed, along with recent books by Natalie Zemon Davis and Jonathan Spence. Their letters, methodological essays, autobiographical statements, or critics' assessments will be explored and will illuminate aspects of our study including visits to collections at the Art Institute and the Newberry Library in Chicago.

159 Chicago's Labor History
This course examines Chicago's labor history as the site of not only some enormously dramatic events, i.e., Haymarket and the Memorial Day Massacre, but also as the place where capitalism has had one of its most typical evolutions. It looks at these spectacular events, especially Haymarket, and focuses on the meatpacking industry and its surrounding neighborhood, the Back of the Yards, in an effort to understand the ways in which work and working-class life have evolved over time. This course, finally, explores

the ways in which gender, race, religion, and sex have been implicated in the lives of the city's working people during the past 150 years.

160 School and Society in America
This course is an examination of schooling in modern American through a detailed examination of the schools of Waukegan, a multiracial, industrial community in northern Illinois that has lost most of its manufacturing jobs. We will look at the history of the community and its schools and the demography and the politics of the city today. Then we will try to understand the larger picture of urban education in the United States. Educational, political, and community leaders will meet with our class and bring perspectives on the problems of the schools of Waukegan. The course meets three times per week. One session per week will be devoted to tutoring in the schools.

161 Changing the Rules: A Generation of Geniuses
Artists, thinkers, and performers born in the decades before World War I (roughly between 1884 and 1904) changed perceptions about how art and artists are viewed. Following the lead of writers of the Romantic Rebellion, they consciously sought to break the rules of their disciplines. Architect Frank Lloyd Wright and dancer Isadora Duncan, for example, sought inspiration in nature and not in the conventions of their disciplines. At the same time, artists such as Pablo Picasso and Diego Rivera—both notorious for their many love affairs—defied all social conventions in their personal lives. This generation also worshipped its own creative capabilities.

The course will study theories of genius and the background of the writers of the Romantic Rebellion in Europe, and then study the work and the autobiographical writing of the geniuses who changed rules of performance and transformed the person lives of the generations that followed.

167 Elvis!
Elvis—both dead and alive—will serve many purposes in this class. First, the class will use him as a way of examining the general contours of twentieth-century U.S. history. Second, Elvis, his music, and public response to both will be the occasion to get at some significant issues of postwar America; the origins and development of rock 'n' roll; drugs; the commodification of culture; and race relations. Finally, Elvis—again, dead and alive—will be a way to look at some of the most important and enduring issues in American history: the meaning of success and opportunity; the racialization of sex and the body; regionalism; class and masculinity; and the problem of sin.

172 Women, Power, and Representation in the Renaissance
In the late medieval ages, women were relegated by convention and religious authority to a subordinate position to men. Yet some women overcame these strictures and made profound contributions to the cultural efflorescence known as the Renaissance. This course will explore some of the ways women in the Renaissance overcame the obstacles placed before them to create works of art and to manipulate the culture of their time. Among the topics we will consider are the role of the image in constructing Renaissance notions of women; the manipulation of traditional images of power by women rulers to support their claims to sovereignty; the genres of writing most available to women in the Renaissance, with a special emphasis on the epistolary genre; women's access to art making and patronage activities, in the secular world and in the convent; and strategies by which women influenced the style and messages of works of art

173 Nineteenth-Century American Women Writers
This course examines women's fiction writing as both social record and literary art. It recreates the context in which these works were written, to include religious beliefs, social practices, and the economic/political environment. It raises issues of culture, history, and gender, explains the relationship of these works to their nineteenth-century audience and to present-day readers as well, and discusses the place of this work in the canon of American literature.

175 Literature, Art, and Rebellious Consumers
This course will trace the evolution of contemporary aesthetics as both a function of consumer marketing and of modern cultural and political organization. Specifically, this class will observe the social crucible of Chicago as emblematic of the contemporary erosion of public space in the age of the culture industry, with particular emphasis on the Haymarket Riots and the events of the 1968 Chicago Democratic Convention. Our multidisciplinary cultural studies method will utilize both popular and artistic texts (including literature, film, and music) that address questions of ideology and the marketplace.

177 Performing Gender
According to some scholars, we all "perform" gender in our everyday lives. That is, we live out, and improvise within, the "scripts" and "roles" that our cultures have given us with respect to femininity and masculinity. We will examine some of these theories of gender in disciplines such as philosophy, psychology, and anthropology, and explore the representation of gender in literature and popular culture. Through visits to Chicago on about three to five Thursday evenings, we will also analyze the performance of gender in the arts at theater and dance productions or art exhibitions. Frequent in-class writing and response papers, as well as other written work, will be integral to the course.

178 Richard Wright and the Chicago Renaissance
The Harlem Renaissance was a prolific flowering of African American creativity during the 1920s and into the early 1930s. In the 1930s Richard Wright, author of *Native Son*, resided in Chicago and joined Arna Bontemps and Langston Hughes in what some have considered a continuation of the New York renaissance. This course will explore this era between the 1930s and 1940s, focusing on Richard Wright's influence and his most popular writings, along with the work of Langston Hughes, Arna Bontemps, Gwendolyn Brooks, Margaret Walker, Frank Yerby, and Willard Motley. Tours of famous places in Chicago where these writers met, held workshops, and enjoyed the local entertainment of musicians, dancers, and visual artists will also be an exciting aspect of the course.

179 And Justice for All: Representations of Justice in Literature
Is a young prince justified in his personal quest to avenge his father's bloody murder? Should a man who forfeits on the terms of a loan be legally required to give his lender a pound of his flesh, as his contract requires? Should a young woman obey the state before her family (and the gods)? What sort of justice is possible when different ideals or ethical values collide? These are just a few of the questions this seminar will consider as we examine the psychological, social, and moral dimensions of literature about the nature of justice . Through reading and discussion of great writers such as Sophocles, Shakespeare, and Dostoevsky, students will develop both a deeper understanding of the complex issues surrounding problems of justice and a broader sense of the different criteria available for discerning and achieving justice.

180 Cultivating Ancient Worlds: How Texts and Museums Represent Civilizations
This course is a multi- and interdisciplinary undertaking, highlighting our two primary means of engaging the cultures of antiquity: the primary texts of literature and collections of artifacts in museums. Civilizations treated: Mesopotamia (Sumerian, Akkadian, Assyrian, Babylonian), Egypt, Persia, Greece, and China. Texts include everything from formulaic phrases, ritual incantation, epigraphy, and diplomatic reports to lyric poetry, philosophic dialogues, and vast epic narrative. As we read and discuss texts, and visit major collections in Chicago, the course seeks to achieve three goals: (1) to immerse students in the practices of reconstructing ancient civilizations through their literary artifacts; (2) to bring students into additional meaningful contact with influential ancient civilizations through visits to Chicago museums and experience with collections, displays, and ideologies; (3) to introduce students to the world of secondary resources in libraries at great institutions. In pursuing these goals concurrently the hope is to create a dynamic investigational interplay among textual study, classroom discussion, museum experience, and scholarly investigation of archival and critical sources. Throughout the course emphasis will be placed on awareness of how ancient civilizations have influenced our modern world and many of its characteristic features. There will be five class excursions to Chicago museums, including the Oriental Institute, the Field Museum, and the Art Institute.

FOREIGN LANGUAGES AND LITERATURES

Professor Jean-Luc Garneau
Linguistics. Littérature Québécoise. French Literature of the Twentieth Century. Translation.

Professor David George
Spanish Language. Latin American Studies. Portuguese Language. Theater. Translation.

Professor Cynthia T. Hahn
French Language. Francophone Literature of Quebec, Africa, and the Caribbean. French Literature of the Nineteenth and Twentieth Centuries. Translation. Business French.

Associate Professor Lois Barr
Spanish Language. Latin American Literature. Peninsular Literature.

Associate Professor C. Richard Fisher
Goethezeit. Modern German Literature. Literary Genres. Epic Literature. Comparative Studies.

Associate Professor Clayton Gray Jr. (Chairperson)
German Language. Medieval, Nineteenth- and Twentieth-Century German Literature. Comparative Literature. Russian and Italian Language.

Associate Professor George L. Speros
Spanish Language. Peninsular Spanish Literature and History. Contemporary Spanish Politics.

Assistant Professor Brigitte Debord
French Language.

Instructor Marcela Saldivia-Berglund
Spanish Grammar. Latin American and Caribbean Literature. Latin American/Latino Studies.

Lecturer Eiko Ichinose
Japanese Language.

Lecturer Huichun (Amy) Liang
Chinese Language.

The Department of Foreign Languages and Literatures offers course work in Chinese, French, German, Japanese, and Spanish as well as occasional courses in Italian, Portuguese, and Russian. Students are expected to gain well-rounded knowledge of the literature, cultural history, and civilization represented by their chosen language as well as fluency in the skills of speaking, listening, reading, and writing in the language. It is further expected that students will learn to relate this knowledge and these skills to other studies in the liberal arts curriculum. In addition to advanced-level courses in literature, language, and culture taught in the target language, courses are offered in French, German, and Spanish literature in translation. Courses in linguistics, civilization, and film are also available in English.

Advanced students may participate in local internships as available to those studying French, German, or Spanish. Students of French and Spanish may also apply to the College's international internship/study-abroad programs in Paris, France, and Santiago, Chile. Associated Colleges of the Midwest programs provide an opportunity for study in Hong Kong, Tokyo, and Costa Rica. Study at Peking University in Beijing is also an option. Please consult Internships and other Off-Campus Study Opportunities for details. Further information is available from the Coordinator of Study-Abroad Programs.

The Language Laboratory located in Donnelley Library includes a computerized audiotape system and individual sound and video stations. There is also a computer cluster with Internet access for special instruction and language-related projects. Among the audiovisual materials available are foreign language films, beginning, intermediate, and advanced language tapes, and recorded music, drama, and poetry. Phi Sigma Iota, the Foreign Languages Honor Society, and foreign language clubs sponsor extracurricular activities and *Collage*, a magazine of student writing in the foreign languages.

Placement
Entering students desiring to continue with a language studied at another institution, or with other prior foreign language training or experience, will be advised and placed at the appropriate level to continue language study. Each year of secondary school study is assumed to be the equivalent of one semester at the college level. A student presenting, for example, two years of secondary school language credit may be expected to resume language study with the first semester course at the intermediate level (210).

Please note: Completion of courses in a given order is essential for language study, especially at the 100–200 level. Students, first-year in particular, should be ready to begin or resume their language study in the fall semester, or they may lose a full year of study. A student must receive a grade of C or better in 212 or 220, or have the instructor's permission, in order to take courses numbered 300 or above. Some 300- and 400-level courses have prerequisites at the 300 level. Please consult the instructor or departmental chairperson.

The Department of Foreign Languages and Literatures strongly encourages all students who wish to undertake a major or minor course of study in any language to participate in a study-abroad program in an appropriate country. Students considering study abroad should begin language study as early as possible, preferably in their first semester at Lake Forest College. This is crucial to assure that students attain the high level of proficiency required by most programs by the time students apply for study abroad, usually prior to the junior year. The Lake Forest College international internship/study-abroad programs in Paris and Santiago require students to have completed two years plus one semester of language study before going abroad. The ACM programs in Hong Kong, Tokyo, and Costa Rica require at least two years of language training. We strongly recommend taking either French 312 or 320 for the Paris program and Spanish 312 or 320 for the Santiago program. Moreover, the ACM programs in Costa Rica and Japan are highly competitive, and experience has shown that acceptance into these programs, as well as the programs of other institutions with international bases, is more likely the greater the student's preparation in the language and culture of the destination country.

In addition to preparing themselves linguistically, students should structure their course of study in ways that best prepare them for international experience. Students wishing to pursue an internship in a foreign country are expected to have extensive background in the field in which the internship will be carried out. As a consequence, some students choose to major or minor both in a language and in another field such as history, politics, international relations, economics, and so on. Students who opt for a dual major must consult with academic advisors from both departments or programs in order to ensure a realistic, balanced, and meaningful course of studies.

Programs offered by Lake Forest College, affiliated ACM colleges, and many other institutions enable students to study languages and cultures in numerous countries on five continents. The most successful and beneficial study-abroad experiences are those for which the student has planned well and laid a strong foundation of language and culture study at the College. For further information, visit Jan Miller, the coordinator of study-abroad programs, or talk to the departmental chairperson or other departmental faculty.

FOREIGN LANGUAGES AND LITERATURES MAJORS

A major may be obtained in French, German, or Spanish. Courses in Spanish may apply to the major in Latin American Studies. Course work in Japanese or Chinese language may apply to the major in Asian Studies. Students are required to take a minimum of eight courses in the field of the major language, with credit given for one course on the 200 level and seven courses on the 300 and 400 levels. Students should consult with academic advisors to ensure that their major programs present a balance of courses in culture, advanced or specialized language study, and literature. A grade of C or better is required for credit in all major courses.

French
Majors have the option of replacing two courses with selections from the linguistics program, Foreign Civilization 300 (French 330), Foreign Civilization 333 (French 333), Foreign Civilization 334 (French 334) or Foreign Civilization 400, or French literature in translation. The Paris internship program offers four credits applicable to the major. The two credits for internship work may also be

applied to another major, when approved by the major department.

German
A student interested in pursuing German studies beyond the German minor should consider the Independent Scholar program. See the description of the Independent Scholar program for procedures. Students wishing to pursue this option are encouraged to consult with members of the German faculty and the chair of the Independent Scholar program.

Spanish
Majors have the option of replacing two courses with selections from the linguistics program, as well as Foreign Civilization, Latin American Studies, and Literature in Translation courses taught by the Spanish program faculty. The Santiago internship program offers four credits applicable to the major. The two credits for internship work may also be applied to another major, when approved by the major department.

FOREIGN LANGUAGES AND LITERATURES MINORS

French
Prerequisite: French 110 and 112. Six courses required, generally distributed among offerings in language, literature, and culture. French 210 and 212 (waiver on basis of placement exam); French 312; plus one of the following: (a) a semester abroad in a French-speaking environment in a combination of three to four courses with a possible internship component (three credits given for study abroad at the discretion of the chairperson, with a qualifying exam if deemed advisable, or three credits from the Paris internship program) or (b) three courses from any French 300 or 400 level. One course in English from offerings listed for the major (such as French 330/Foreign Civilization 300, French 333/Foreign Civilization 333, French 334/Foreign Civilization 334, or French Literature in Translation) may count toward the requirement. A grade of C or better is required for credit in all minor courses.

German
Prerequisite: German 110 and 112. Six courses required, generally distributed among offerings in language, literature, and culture. German 210, 212; two courses from 220, 311, 312, 410; two courses from 300, 350, 360, 370, 380, 400 or 240, 250, 260, 333. (German 300 is a prerequisite for 350, 360, 370, 380, 400.) One course in English from offerings listed here (such as German 240, 250, 260, 333) may count toward the requirement. Students are strongly encouraged to complete at least one semester of study in Germany. Up to three credits are given for study abroad at the discretion of the chairperson, with a qualifying exam if deemed advisable. A fourth credit may be given on the basis of course work abroad and an essay in German summarizing the student's studies, to be submitted to a member of the German faculty. A grade of C or better is required for credit in all minor courses.

Spanish
Prerequisite: Spanish 110 and 112. Six courses required, generally distributed among offerings in language, literature, and culture. Spanish 210 and 212 (waiver on basis of placement exam). Electives include one course in English as well as course work and/or internship abroad. A grade of C or better is required for credit in all minor courses.

FOREIGN CIVILIZATION COURSES

300 France and the French-Speaking World
This colloquium is taught in English and will cover a variety of topics. Its purpose is to familiarize students with the civilization, culture, history, politics, and society in France and in the French-speaking world. Prerequisite: sophomore standing. (Cross-listed as French 330. Meets GEC Cultural Diversity Requirement.)

333 Exploring French Culture through Film
This course examines contemporary French cultural perceptions through a variety of cinematic examples taken from French films. Cultural analysis will include discussions of French history, literature, politics, geography, and music. In addition, the topic of "remaking culture" through film is addressed, as the current wave of cinematic remakes invites cross-cultural comparisons between the United States and France. The course will examine major French directors and their cinematic portrayals of the French, as well as documentaries and filmed interviews, and will analyze the "authenticity" of the portrait they produce of French society. Prerequisite: sophomore standing. (Cross-listed as French 333. Meets GEC Cultural Diversity Requirement.)

334 Exploring French Literature through Film
This course will examine French literary works, both historical and contemporary, through a variety of cinematic examples taken from French films. This course will compare the expression of theme, character, and plot structure in written literature (plays and narratives) and in corresponding cinematic adaptations. The course will also address whether the author's literary style is reflected in or displaced by the cinematic style of French "auteurs" (film directors) studied. The question of translation across genres (literature to film), across language and culture (example of American remakes), and across history (a historical period depicted in a modern cinematic era) will also be discussed. This course is taught in English. (Cross-listed as French 334. Meets GEC Cultural Diversity Requirement.)

400 Seminar on French Society and Culture
(Paris, France) This course will combine classroom study with visits to cultural, political, educational, and economic institutions. It is organized along thematic lines to deal with such topics as the French political tradition, education in modern France, the French economy in the European Economic Community, religion in France, and the Parisian metropolis. (Offered only in Paris. Meets GEC Cultural Diversity Requirement.)

410 Chile in the Twentieth Century
(Santiago, Chile) This course, offered in Spanish at the Universidad Diego Portales for participants in the Lake Forest College program, will explore the principal themes of Chilean development during the twentieth century in three settings: (1) Chile from the end of the nineteenth century to the beginning of the twentieth century; (2) Chile from 1950 to 1973; (3) current problems and perspectives. Topics to be covered include history, literature, economics, the move from rural to urban society, crisis in Chilean democracy and the military government (1973–88), consolidation of democracy in Chile from a Southern Cone perspective, and the role of women in Chilean society and politics. (Cross-listed as Spanish 410. Meets GEC Cultural Diversity Requirement.)

CHINESE COURSES

110 Beginning Chinese I
This course is an introduction to the forms of spoken Chinese. Most of the fundamental structures are covered in Chinese 110 and 112, together with writing practice. 112 is a continuation of 110. Lab work is an integral part of the sequence.

112 Beginning Chinese II
This course is an introduction to the forms of spoken Chinese. Most of the fundamental structures are covered in Chinese 110 and 112, together with writing practice. 112 is a continuation of 110. Lab work is an integral part of the sequence.

FRENCH COURSES

110 Beginning French I
French 110 is designed to develop the student's ability to aurally comprehend, speak, read, and write basic controlled patterns of the French language. French 112 is a continuation of 110 and culminates in readings, class discussions, and free composition to provide facility with the spoken and written language and insight into its structure. Prerequisite for French 112: placement recommendation or a grade of C or better in French 110.

112 Beginning French II
French 110 is designed to develop the student's ability to aurally comprehend, speak, read, and write basic controlled patterns of the French language. French 112 is a continuation of 110 and culminates in readings, class discussions, and free composition to provide facility with the spoken and written language and insight into its structure. Prerequisite for French 112: placement recommendation or a grade of C or better in French 110.

210 Intermediate French: Cultural Emphasis
A course designed to afford the student a systematic review of all the basic elements of French grammar, implemented with culture-based readings and exercises, with a view to preparing the student for more sophisticated courses in language, literature, and culture. Classroom work supplemented by laboratory exercises. Prerequisite: French 112 or the equivalent of one year of college French and placement recommendation.

212 Advanced Intermediate French: Literary Emphasis
A course designed to initiate the student to critical reading and thematic discussion of selected works of French fiction and exposi-

tory prose. This course includes a strong emphasis on writing; a review of grammar topics, vocabulary building, and the organization and presentation of ideas in written form in French will be emphasized through a variety of writing assignments related to the literature studied. Prerequisite: French 210 or placement recommendation.

220 Conversation and Composition
Oral work for the student already possessing a working knowledge of French grammar. This course is designed to improve the linguistic competence of the student on several levels: practical necessities, social situations, and exchange of ideas. Sketches, exposés, dialogues, and discussions will constitute the bulk of classroom activities.

265 French Literature in Translation: Camus: Philosopher of the Absurd
A study of Camus's philosophy of the absurd as presented in his writings from the individualistic revolt of *The Stranger* to the collective revolt expressed in *The Plague*. We will also address Camus's view of the conscience of modern humanity in *The Fall*. The evolution of Camus's style will be studied in the six short stories presented in *Exile and the Kingdom*. (Cross-listed as Literature in Translation 265. Meets GEC Cultural Diversity Requirement.)

300 Introduction to Reading Literature in French
This course is designed to prepare students for serious reading and analysis of literary texts in French. It is an introduction to the concepts of literary criticism and *explication de texte* and will familiarize the student with the vocabulary of literary analysis. The texts are chosen from the three major literary genres: poetry, prose, and drama. All lectures, discussions, and assignments are in French. Prerequisite: French 212. (Meets GEC Cultural Diversity Requirement.)

301 Medieval to Romantic
A topical survey of major French writers and literary movements from the medieval to the Romantic period. Readings may be chosen to focus attention on a particular theme or problem linking different periods and styles. Among the authors studied: Villon, Rabelais, Montaigne, Pascal, Descartes, Voltaire, Diderot, Rousseau. Prerequisite: French 212. (Meets GEC Cultural Diversity Requirement.)

302 Modern Period
A study of the literary movements and figures that have characterized the nineteenth and twentieth centuries, an age of individualism, industrialism, and the Great Wars, with a special emphasis on particular themes or problems. Prerequisite: French 212. (Meets GEC Cultural Diversity Requirement.)

305 Introduction to French Culture
Study of the language through an introduction to French culture. The course aims at familiarizing students with the history, current trends, and mentality of the French while enriching their understanding of the language. Prerequisite: French 212. (Meets GEC Cultural Diversity Requirement.)

310 Topics in Linguistics: Phonetics
This course will cover such topics as phonetics, morphology, syntax, lexicology, and semantics. It introduces these systems in their application to the French language. Prerequisite: French 212 or 220. (Meets GEC Cultural Diversity Requirement.)

311 Grammar, Syntax, and Style
Preparation for graded writing exercises and free composition through study of sentence structure. Complete review of grammar. Translation and study of excerpts of different writing styles from accomplished French encourages development of appropriateness in choice of words and sense of style. Prerequisite: French 212. (Meets GEC Cultural Diversity Requirement.)

312 Oral Proficiency
Oral and written work for students who have already reached an intermediate level of competency in oral and written expression. This course will deal with familiar and formal French. Vocabulary and idioms are taught in a conversational context. Students familiarize themselves with the expressive gestures used by the French and the colloquial expressions that accompany them. Prerequisite: French 212. (Meets GEC Cultural Diversity Requirement.)

315 Technical and Literary Translation
An introduction to the theories and practice of translation from French to English and English to French. Students familiarize themselves with vocabulary used in newspaper and magazine articles on current topics of interest (politics, the economy, etc.), in advertising, in cartoons, and in selected poetry and prose. The arts of interpreting and dubbing or subtitling will also be explored. Prerequisite: French 311 or permission of the instructor. (Meets GEC Cultural Diversity Requirement.)

320 French for International Affairs
This course offers a basic grasp of the political, economic, and social systems of contemporary France. It provides an understanding of cultural differences and similarities and prepares students to follow and discuss French affairs intelligently. It includes concurrent emphasis on vocabulary building, conversation practice, and acquisition of expressions and idioms necessary for doing business in France. Particularly recommended for students who are thinking of careers in economics, business, politics, and international relations. Prerequisite: French 212. (Meets GEC Cultural Diversity Requirement.)

330 France and the French-speaking World
This colloquium is taught in English and will cover a variety of topics. Its purpose is to familiarize students with the civilization, culture, history, politics, and society in France and in the French-speaking world. Prerequisite: sophomore standing. (Cross-listed as Foreign Civilization 300. Meets GEC Cultural Diversity Requirement.)

333 Exploring French Culture through Film
This course examines contemporary French cultural perceptions through a variety of cinematic examples taken from French films. Cultural analysis will include discussions of French history, literature, politics, geography, and music. In addition, the topic of "remaking culture" through film is addressed, as the current wave of cinematic remakes invites cross-cultural comparisons between the United States and France. The course will examine major French directors and their cinematic portrayals of the French, as well as documentaries and filmed interviews, and will analyze the "authenticity" of the portrait they produce of French society. Prerequisite: sophomore standing. (Cross-listed as Foreign Civilization 333. Meets GEC Cultural Diversity Requirement.)

334 Exploring French Literature through Film
This course will examine French literary works, both historical and contemporary, through a variety of cinematic examples taken from French films. This course will compare the expression of theme, character, and plot structure in written literature (plays and narratives) and in corresponding cinematic adaptations. The course will also address whether the author's literary style is reflected in or displaced by the cinematic style of French "auteurs" (film directors) studied. The question of translation across genres (literature to film), across language and culture (example of American remakes), and across history (a historical period depicted in a modern cinematic era) will also be discussed. This course is taught in English. (Cross-listed as Foreign Civilization 334. Meets GEC Cultural Diversity Requirement.)

340 Advanced French for International Affairs
(Paris, France) An intensive conversation, composition, and vocabulary-building course. Offered in Paris for students participating in our international internship program. After the first four weeks, the course will concentrate on problems of communication students encounter on the job. (Meets GEC Cultural Diversity Requirement.)

350 French Theater
A close reading and discussion of several plays designed to give a clear sense of the development and richness of French theater. Emphasis is placed on literary history, aesthetics, and special questions in dramatic theory. May be repeated for credit. (Meets GEC Cultural Diversity Requirement.)

370 French Poetry
An analysis of works representative of crucial moments in the history of French poetry. The essentials of French versification are stressed, as well as the distinctive character of the various forms within the genre. May be repeated for credit. Prerequisite: One 300-level course in French. (Meets GEC Cultural Diversity Requirement. May be taken by French majors to meet GEC Senior Studies Requirement).

390 Internship
On-site training in spoken and written French at businesses or other organizations in Paris, France, or in Chicago. Students have been assigned to such organizations as the French government tourist office, The Alliance Française, and the Services Culturels Français in Chicago. (Meets GEC Cultural Diversity Requirement.)

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An analysis of works representative of crucial moments in the history of French poetry. The essentials of French versification are stressed, as well as the distinctive character of the various forms within the genre. May be repeated for credit. Prerequisite: One 300-level course in French. (Meets GEC Cultural Diversity Requirement. May be taken by French majors to meet GEC Senior Studies Requirement).

390 Internship
On-site training in spoken and written French at businesses or other organizations in Paris, France, or in Chicago. Students have been assigned to such organizations as the French government tourist office, The Alliance Française, and the Services Culturels Français in Chicago. (Meets GEC Cultural Diversity Requirement.)

410 Creative Composition and Stylistics
Analysis of style in selected French writers. Stylistic analysis of translations. Intensive work in creative original composition of prose, poetry, and drama. Prerequisite: French 311, 315, or consent of the instructor. (Meets GEC Cultural Diversity Requirement.)

460 French Narrative
Reading and discussion with a view to increasing appreciation of several related novels, works of shorter fiction, or essays. The works are selected for their value as turning points in the understanding of the art of prose fiction and as examples of a particular stage in the development of that art. May be repeated for credit. Prerequisite: One 300-level course in French. (May be taken by French majors to meet GEC Senior Studies Requirement.)

480 Senior Seminar: Translation, Textual Analysis, Cultural Studies
The capstone course for the French major will provide an intensive investigation of the three areas of translation, textual analysis, and cultural studies applied to individualized student research projects and seminar exercises. Prerequisite: junior standing, French major.

490 Internship
On-site training in spoken and written French at businesses or other organizations in Paris, France, or in Chicago. Students have been assigned to such organizations as the French government tourist office, The Alliance Française, and the Services Culturels Français in Chicago. (Meets GEC Cultural Diversity Requirement.)

494 Senior Thesis
The thesis allows students to do in-depth research and to develop an original thesis on a topic in French literature, literatures of the French-speaking world, French civilization, or linguistics. (Offered as required.)

French Courses Offered Less Frequently

250 French Literature in Translation: Québec Literature
This course will provide students with an overview of Québec literature in the twentieth century (poetry, prose, drama to include such well-established writers as Roy, Carrier, Thériault, Hébert). The literature will provide a forum for discussion of the history, current political events, and the questions of language, cultural association, and national identity in Québec. Both French and English copies of the texts will be available so that students may read course material in either language. (Cross-listed as Literature in Translation 201. Meets GEC Cultural Diversity Requirement.)

355 Play Production in French
The course comprises the staging of scenes from French plays. No theatrical experience of any kind is necessary to participate. The course consists of intensive practice in French diction, rehearsals to create group unity and confidence, readings in French and/or Québécois drama or comedy, and the staging of scenes at the end of the semester. The course provides intensive practice in all phases of spoken French and insights into the literature and culture of the French-speaking world. Prerequisite: One 300- or 400-level French course. (Meets GEC Cultural Diversity Requirement.)

400 Special Studies: Québec Literature
This course will provide an overview of the development of Québec literature in French during the twentieth century. Reading selections include poetry, prose, and drama. Literary themes such as provincial independence, the status of the French language, and the changing Québec mentality are addressed. Prerequisite: One 300-level course in French. (Meets GEC Cultural Diversity Requirement.)

401 Special Studies: The Role of Women in African Literature of French Expression
This course will address various roles (social, symbolic, historical) with which the women of Africa have been associated in twentieth-century Arab and Black African poetry and prose (in French) by both women and men. Critical texts explaining cultural attitudes and practices supplement the literature. Prerequisite: one 300-level course in French. (Cross-listed as African American Studies 401. Meets GEC Cultural Diversity Requirement.)

415 Dialects and Dialectology—Provençal, Québécois, Créole
An introduction to the study of dialects and dialectology. Starting with a knowledge of standard French, students will learn how to read dialectal texts and study phonological, lexical, and syntactic variations. Prerequisite: Linguistics 101. (Meets GEC Cultural Diversity Requirement.)

430 French Authors
The work of selected French writers, studied in depth. (Meets GEC Cultural Diversity Requirement.)

GERMAN COURSES

110 Beginning German I
Intensive training in the aural comprehension, speaking, reading, and writing of German, combined with an introduction to the culture of the German-speaking countries. The two-semester sequence provides a basic active command of the patterns and essential vocabulary for conversation and writing, while developing the student's ability to read text passages with accurate comprehension. Prerequisite for German 112: placement recommendation or a grade of C or better in German 110.

112 Beginning German II
Intensive training in the aural comprehension, speaking, reading, and writing of German, combined with an introduction to the culture of the German-speaking countries. The two-semester sequence provides a basic active command of the patterns and essential vocabulary for conversation and writing, while developing the student's ability to read text passages with accurate comprehension. Prerequisite for German 112: placement recommendation or a grade of C or better in German 110.

210 Intermediate German
Practice in reading contemporary fiction and expository prose to develop reading ease and accurate comprehension beyond the elementary level. Classroom discussions and guided compositions, review of grammar topics, lab exercises. Prerequisite: German 112 or the equivalent of one year of college German and placement recommendation.

212 Advanced Intermediate German
Additional practice in reading contemporary fiction and expository prose. Classroom discussions, further review of grammar topics as needed.

220 Conversation and Composition
Practice in guided and free conversation on a variety of subjects in order to increase the student's competency in the spoken language. Compositions ranging from personal biographies to analyses of film, opera, and current affairs hone the student's skills in writing German. Regular study of idioms and vocabulary, supported by an intensive review of grammar patterns. Textual and visual resources include videos, magazines, and the Internet.

240 German Literature in Translation: Modern Masters of German Literature
The identity crisis of early twentieth-century Europe reflected in the works of such German writers as Hesse, Kafka, and Mann. Study of selected works (including *Steppenwolf, The Trial, Death in Venice*) and their relationship to contemporary trends in Central European culture. All readings, assignments, discussions, and papers are in English. (Cross-listed as Literature in Translation 203. Meets GEC Cultural Diversity Requirement.)

250 German Literature in Translation: The German Novel
Development of the German novel; representative works by Goethe, Fontane, Mann, Hesse, Kafka, Böll, Grass, Walser. Readings and discussion in English. No knowledge of German required. (Cross-listed as Literature in Translation 208. Meets GEC Cultural Diversity Requirement.)

260 German Literature in Translation: The German Novella
In German literature the novella constitutes a distinct form of literary art. Its development will be traced from Romanticism to contemporary literature, from E. T. A. Hoffman to Günter Grass. (Cross-listed as Literature in Translation 207. Meets GEC Cultural Diversity Requirement.)

300 Introduction to German Literature
Introduction to literary forms and methods of analysis and interpretation of German literature. Reading and discussion of poems from the medieval era to the present time, origin and development of the German drama, and analysis and interpretation of the German narrative. Major movements, themes, and types in German literature of the last three centuries. Readings and discussions in German of selected texts will increase fluency, build vocabulary, and introduce students to literary criticism in German. Prerequisite: German 220 or consent of the instructor. This course or equivalent is a prerequisite for all literature courses in German. (Meets GEC Cultural Diversity Requirement.)

311 Advanced Grammar and Translation
Study of grammatical structures as preparation for writing in a sophisticated style. Methods and techniques of translation and practice in translating from English into German and from German into English. Prerequisite: German 212 or 220 or consent of the instructor. (Meets GEC Cultural Diversity Requirement.)

312 Oral Proficiency
Intensive practice in directed and free conversation on various subjects that reflect the interests of the participants. Concentrated study of idioms, everyday spoken German, and selected grammatical patterns and paradigms needed for oral proficiency. Discussions, debates, dialogues, and sketches constitute essential parts of the course; equally diverse supporting materials will be drawn from newspapers, magazines, and films. Prerequisite: German 220 or equivalent or consent of the instructor. (Meets GEC Cultural Diversity Requirement.)

315 Technical Translation
An introduction to the theories of translation. Students familiarize themselves with the vocabulary of technical texts dealing with business, law, politics, art, literary criticism, mathematics, and philosophy. Prerequisite: German 212 or equivalent. (Meets GEC Cultural Diversity Requirement.)

320 German for International Affairs
An introduction to the specialized vocabulary and styles that are peculiar to the conversational and written German of international affairs. Vocabulary building, practice in conversation, and acquisition of expressions and idioms necessary to handle oneself competently in everyday transcultural contacts. Particularly recommended to students whose career goals are economics, business, politics, and international relations. (Meets GEC Cultural Diversity Requirement.)

333 Modern German Film
A study of German film from its inception to the close of the 20th century, from the perspectives of political and cultural history as well as specifically cinematic aesthetics. The course will deal with films (subtitled in English) by such noted filmmakers as Rainer Werner Fassbinder, Werner Herzog, and Wim Wenders. Readings, lectures, and discussions in English. No previous film course is required. Those majoring in German may take the course for credit in German by writing papers in German. (Meets GEC Cultural Diversity Requirement.)

360 German Literature I: Eighteenth Century: Enlightenment, Storm and Stress, Classicism
The first of the three-term sequence in the German tradition, in which such major figures as Lessing, Goethe, and Schiller are studied. (Meets GEC Cultural Diversity Requirement.)

370 German Literature II: Nineteenth Century: Romanticism, Realism, Naturalism, Impressionism
Further study of the German tradition through the nineteenth century from the Romantic era to Modernism, including such writers as Heine, Fontane, Hauptmann, and Schnitzler. (Meets GEC Cultural Diversity Requirement.)

380 German Literature III: Twentieth Century: Expressionism to the Present
The last of the sequence, focusing on the twentieth century with special emphasis on literary development in the Federal Republic of Germany, the former Democratic Republic of Germany, Austria, and Switzerland. (Meets GEC Cultural Diversity Requirement.)

390 Internship
On-site training in spoken and written German. Students have been assigned to such organizations as the German government's tourist office and the German Chamber of Commerce, located in Chicago. (Meets GEC Cultural Diversity Requirement.)

400 Special Studies
One author, theme, movement, or group of works in German literature studied in depth. (Offered as required. Meets GEC Cultural Diversity Requirement.)

410 Creative Composition and Stylistics
Practice in writing and revision of expository prose. Free composition, stylistic analysis, exercises in translation. The format is flexible and will be adjusted to serve the goals of enrolled students. (Meets GEC Cultural Diversity Requirement.)

480 German Senior Seminar
An intensive investigation of a significant topic in literature, literary criticism, literary theory, or cultural studies. Topics to be announced. (Offered as required. Meets GEC Cultural Diversity Requirement.)

490 Internship
On-site training in spoken and written German. Students have been assigned to such organizations as the German government's tourist office and the German Chamber of Commerce, located in Chicago. (Meets GEC Cultural Diversity Requirement.)

494 Senior Thesis
The thesis allows students to do in-depth research and to develop an original thesis on a topic in literatures of the German-speaking world; German, Swiss, or Austrian civilization; or cultural studies. Exceptional theses may earn honors. (Offered as required.)

German Courses Offered Less Frequently

305 Culture of the German-Speaking Countries
The culture, life, and letters of the Federal Republic of Germany, the former German Democratic Republic, Austria, and Switzerland in the context of the geography and history of Central Europe. Reading selections, musical recordings, films, and other visual materials. (Meets GEC Cultural Diversity Requirement.)

350 The Modern German Theater
Works by leading playwrights in the context of changing styles and trends in stage production, from naturalism to the present decade: Hauptmann, Wedekind, Schnitzler, Hofmannsthal, Kaiser, Brecht, Dürrenmatt, Handke, and others. (Meets GEC Cultural Diversity Requirement.)

ITALIAN COURSES

110 Beginning Italian I
Italian 110 and 112 are intended to develop listening, reading, writing, and speaking skills on an introductory Italian level as well as expose students to Italian culture. The two-semester sequence also provides them with the opportunity to perfect their pronunciation by laboratory work and to build vocabulary by the use of readings. Successful completion of the sequence provides a solid foundation for further study of the language or a basis for its use in other fields. Prerequisite for Italian 112: Italian 110 or permission of the instructor.

112 Beginning Italian II
Italian 110 and 112 are intended to develop listening, reading, writing, and speaking skills on an introductory Italian level as well as expose students to Italian culture. The two-semester sequence also provides them with the opportunity to perfect their pronunciation by laboratory work and to build vocabulary by the use of readings. Successful completion of the sequence provides a solid foundation for further study of the language or a basis for its use in other fields. Prerequisite for Italian 112: Italian 110 or permission of the instructor.

120 Parliamo Italiano: Italian Conversation
Designed for students with minimal (one year) or no previous knowledge of Italian. In this intensive three-week course, we will strive to maximize your oral proficiency using a "full immersion" approach, including drills of model sentences and word patterns. We will focus on the acquisition of basic verbal communication skills (i.e., oral fluency, correct pronunciation, listening comprehension) and on cultural aspects that will promote understanding and appreciation of Italian culture. (Taught only in the summer).

210 Intermediate Italian
Italian 210 provides a review and additional practice of the four basic skills begun in first-year Italian, *viz.* reading, writing, listening and speaking with lab exercises. In addition, it will include extratextual readings such as poetry and prose (including newspapers and magazines). There will also be particular emphasis on conversation and composition. Prerequisite: Italian 112 or equivalent.

JAPANESE COURSES

110 Beginning Japanese I
An introduction to the forms of spoken Japanese. Most of the fundamental structures are covered in Japanese 110 and 112, together with writing practice in the hiragana syllabary and some basic *kanji*. 112 is a continuation of 110. Lab work is an integral part of the sequence.

112 Beginning Japanese II
An introduction to the forms of spoken Japanese. Most of the fundamental structures are covered in Japanese 110 and 112, together with writing practice in the hiragana syllabary and some basic *kanji*. 112 is a continuation of 110. Lab work is an integral part of the sequence.

210 Intermediate Japanese
This course will continue the fundamentals of Japanese conversation begun in the first-year series, Japanese 110 and 112, and continue work on reading and writing the language. Extensive oral practice and conversation exercises are stressed. Classes meet daily and will be supplemented with work in the language laboratory and daily written work. There are weekly quizzes, a midterm, and a final, all with both a written and an oral component. Prerequisite: Japanese 112 or consent of the instructor.

212 Advanced Intermediate Japanese
A continuation of the Japanese language fundamentals begun in Japanese 110, 112, and 210. Extensive practice in oral expression and increasingly stronger emphasis on reading and writing, with an extensive use of audio and video materials. There are weekly quizzes, a midterm, and a final, all with both an oral and a written component. Prerequisite: Japanese 210 or consent of the instructor.

220 Conversational Japanese I
Practice in oral proficiency in group conversational contexts and other exercises in spoken Japanese. Idioms, colloquial and polite forms, and contrasts with the written language will be stressed. Classroom discussions of contemporary texts and practical social situations will be balanced with a review of structures. Prerequisite: Completion of Japanese 210/212 or current enrollment in that sequence. (Meets GEC Cultural Diversity Requirement.)

222 Conversational Japanese II
Practice in oral proficiency in group conversational contexts and other exercises in spoken Japanese. Idioms, colloquial and polite forms, and contrasts with the written language will be stressed. Classroom discussions of contemporary texts and practical social situations will be balanced with a review of structures. Prerequisite: Completion of Japanese 210/212 or current enrollment in that sequence. (Meets GEC Cultural Diversity Requirement.)

LINGUISTICS COURSES

101 Descriptive Linguistics
Principles and techniques of descriptive linguistics as seen through different schools of linguistics, from structuralism to modern transformational and stratificational theories. Taught in English.

109 Common Ancestry: The Evolution of Europe's Languages
Once upon a time almost all of the languages of Modern Europe—English, German, French, Greek, Russian, etc.—were a single language family. How did they come to be so different today? Factors such as historical events and social change have played a considerable role, but it is the very nature of language itself to change. We will look at some basic principles of linguistics, consider in broad outline the history of Europe, and call on the experiences of New World immigrants to examine and help illustrate how languages evolve. No knowledge of any foreign language is necessary.

201 Linguistics and Literature
A consideration of the major linguistic theories and their implications and relations to literary criticism. Special emphasis on applications to literary criticism of transformational grammar, stratificational grammar, and tagmemics. Discussion and critical appraisal of the value of such approaches to literary analysis. Taught in English..

LITERATURE IN TRANSLATION COURSES

201 French Literature in Translation: Québec Literature
This course will provide students with an overview of Québec literature in the twentieth century (poetry, prose, drama to include such well-established writers as Roy, Carrier, Thériault, Hébert). The literature will provide a forum for discussion of the history, current political events, and the questions of language, cultural association and national identity in Québec. Both French and English copies of the texts will be available so that students may read course material in either language. (Cross-listed as French 250. Meets GEC Cultural Diversity Requirement.)

203 German Literature in Translation: Modern Masters of German Literature
The identity crisis of early twentieth-century Europe reflected in the works of such German writers as Hesse, Kafka, and Mann. Study of selected works (including *Steppenwolf*, *The Trial*, *Death in Venice*) and their relationship to contemporary trends in Central European culture. All readings, assignments, discussions, and papers are in English. (Cross-listed as German 240. Meets GEC Cultural Diversity Requirement.)

207 German Literature in Translation: The German Novella
In German literature the novella constitutes a distinct form of literary art. Its development will be traced from Romanticism to contemporary literature, from E. T. A. Hoffman to Günter Grass. (Cross-listed as German 260. Meets GEC Cultural Diversity Requirement.)

208 German Literature in Translation: The German Novel
Development of the German novel: representative works by Goethe, Fontane, Mann, Hesse, Kafka, Böll, Grass, Walser. Readings and discussion in English. No knowledge of German required. (Cross-listed as German 250. Meets GEC Cultural Diversity Requirement.)

210 Don Quijote and Imperial Spain
This course will study Cervantes's comic masterpiece in English translation. Focus will be on Cervantes's art, on analytical perspectives, and on historical background. Comparisons will be made with reinterpretations of *Don Quijote*, such as films and drawings. (Meets GEC Cultural Diversity Requirement.)

265 French Literature in Translation: Camus: Philosopher of the Absurd
A study of Camus's philosophy of the absurd as presented in his writings from the individualistic revolt of *The Stranger* to the collective revolt expressed in *The Plague*. We will also address Camus's view of the conscience of modern humanity in *The Fall*. The evolution of Camus's style will be studied in the six short stories presented in *Exile and the Kingdom*. (Cross-listed as French 265. Meets GEC Cultural Diversity Requirement.)

275 Greek Greats
Students will read canonical works at the core of classical Greek civilization and situate the imaginative appropriation of this rich literature in a cultural context that is both historical and contemporary. Students read Homer's epic *Iliad* (selections) and *Odyssey* (in its entirety), three plays each by the tragedians Aeschylus, Sophocles, and Euripides, two works of the satirical Aristophanes, and examples of lyric poetry ranging from Archaic to Hellenistic times. Immersion in primary sources provides ample historical perspectives as well as critical approaches to issues of our time. The course involves lectures but is principally a seminar. Ancient Greek drama and theater will be investigated utilizing film and interactive Web-based media and sources. Prerequisite: second year standing and a Lake Forest College literature course, or permission of the instructor. (Cross-listed as Classical Studies 275. Meets GEC Cultural Diversity requirement.)

RUSSIAN COURSES

110 Beginning Russian I
An introduction to the Cyrillic alphabet and the pronunciation and grammar of Russian. The two-semester sequence will stress the four basic skills, reading, writing, listening, and speaking, in order to provide the student with a basic command of the language. Laboratory exercises. Russian culture also constitutes a part of the course.

112 Beginning Russian II
An introduction to the Cyrillic alphabet and the pronunciation and grammar of Russian. The two-semester sequence will stress the four basic skills, reading, writing, listening, and speaking, in order to provide the student with a basic command of the language. Laboratory exercises. Russian culture also constitutes a part of the course.

210 Intermediate Russian I
Continuation of the study of the four basic skills begun in first-year Russian. The two-semester sequence includes more extratextual readings (e.g., newspapers) and there is a greater emphasis on extensive conversation and composition. (Russian 210 in the fall and Russian 212 in the spring are offered as tutorials.)

212 Intermediate Russian II
Continuation of the study of the four basic skills begun in first-year Russian. The two-semester sequence includes more extratextual readings (e.g., newspapers) and there is a greater emphasis on extensive conversation and composition. (Russian 210 in the fall and Russian 212 in the spring are offered as tutorials.)

310 Advanced Russian I
This course gives students further practice in aural comprehension, reading sophisticated texts, writing regular essays on a variety of subjects, and advanced conversation. In addition to texts, students work with newspaper articles and other supplementary material such as films.

Offered as tutorials. (Meets GEC Cultural Diversity Requirement.)

312 Advanced Russian II
This course gives students further practice in aural comprehension, reading sophisticated texts, writing regular essays on a variety of subjects, and advanced conversation. In addition to texts, students work with newspaper articles and other supplementary material such as films. Offered as tutorials. (Meets GEC Cultural Diversity Requirement.)

SPANISH COURSES

110 Beginning Spanish I
Spanish 110 is designed to develop the student's ability to listen to, speak, read, and write basic controlled patterns of the Spanish language. Spanish 112 is a continuation of 110 and culminates in graduated readings, class discussions, and free composition to provide facility with the spoken and written language and insight into its structure and the mores of Spanish-speaking cultures. Lab work is an integral part of the series. Prerequisite for Spanish 112: placement recommendation or a grade of C or better in Spanish 110.

112 Beginning Spanish II
Spanish 110 is designed to develop the student's ability to listen to, speak, read, and write basic controlled patterns of the Spanish language. Spanish 112 is a continuation of 110 and culminates in graduated readings, class discussions, and free composition to provide facility with the spoken and written language and insight into its structure and the mores of Spanish-speaking cultures. Lab work is an integral part of the series. Prerequisite for Spanish 112: placement recommendation or a grade of C or better in Spanish 110.

210 Intermediate Spanish
Practice in reading contemporary fiction, expository prose, drama, and poetry. Classroom discussions, guided and free compositions, review of grammar, lab exercises. Prerequisite: Spanish 112 or placement at the 210 level.

212 Advanced Intermediate Spanish
Practice in reading contemporary fiction and expository prose, drama, and poetry to develop reading ease and accurate comprehension beyond the elementary and intermediate levels. Classroom discussion and guided compositions, review of grammar topics, and vocabulary building. Prerequisite: Spanish 210 or placement at the 212 level.

220 Conversation and Composition
A course designed to afford the student who has completed the intermediate sequence or the exceptional student who wishes to advance at a more rapid pace with additional and intensive practice in conversational and writing skills. The students will be exposed to the contemporary language as it appears in a variety of mediums, from colloquial slang to formal, academic usage, in both written and oral discussions, essays, and creative projects. Prerequisite: completion of the 210/212 sequence or placement on the 212 level or higher, with permission of the instructor.

300 Introduction to Reading Literature in Spanish
The purpose of this course is to prepare the student for serious reading and analysis of literary texts in Spanish. The course will be an introduction to the concepts of literary criticism and the vocabulary of literary analysis. The course will introduce students to various methodologies, including close reading of texts and sociological and psychological approaches. Texts will be chosen from the three major literary genres: poetry, prose fiction, and drama. It is strongly recommended that students take either Spanish 300 or 305 before going on to literature or culture courses in the 300–400 range. Prerequisite: Spanish 212 or 220. (Meets GEC Cultural Diversity Requirement.)

305 The Civilization of Spain
This course is an introduction to the history, art, music, literature, and customs of Spain. Course conducted in Spanish. Prerequisite: Spanish 300 or placement recommendation. (Cross-listed as Latin American Studies 305. Meets GEC Cultural Diversity Requirement.)

306 Introduction to Latin American Culture
This course will be taught in Spanish. It is designed to provide an introductory overview of Latin America's development focusing on its cultural manifestations through time. Films, music, and art will supplement readings for a better understanding of the cultural heterogeneity of Latin America, its past, and its present reality. (Cross-listed as Latin American Studies 306. Meets GEC Cultural Diversity Requirement.)

310 Creative Writing in Spanish
Intensive work in creative original compositions of prose, poetry, and drama. Analysis of style in selected Hispanic writers. Prerequisite: a Spanish course from the 300 or 400 level or permission of the instructor. (Meets GEC Cultural Diversity Requirement.)

311 Advanced Grammar
This course reviews grammar, orthography, syntax, and style through graded compositions, free compositions, grammar exercises, and translation. Students will study various types of expository writing to see the grammatical constructions in context and develop a wider vocabulary and a sense of style. Prerequisite: Spanish 212 or placement exam. (Meets GEC Cultural Diversity Requirement.)

312 Oral Proficiency
Intensive practice and free conversation and composition on a wide range of topics reflecting the needs and interests of the participants. Concentrated study of vocabulary, idioms, and selected grammar patterns and paradigms needed for oral proficiency. Activities include drills, discussions based on readings, debates, dialogues, and sketches. Supporting materials will be drawn from Latin American and Peninsular short stories, films, magazines, and newspapers. Prerequisite: Spanish 212, 220, or placement exam. (Meets GEC Cultural Diversity Requirement.)

315 Translation
An introduction to the theory and practice of translation. Students will familiarize themselves with the vocabulary of texts dealing with politics, art, literary criticism, and philosophy. Texts will be translated from Spanish to English and from English to Spanish. Please note: This is not a Spanish conversation course. Classes are conducted in Spanish and English. Prerequisite: Spanish 212, 220, or placement recommendation. (Meets GEC Cultural Diversity Requirement.)

317 Portuguese for Spanish Speakers
Utilizing Spanish as the base language, the course will focus on the Portuguese of Brazil, Latin America's largest and most populous country. The course will provide a foundation in the basic skills of reading, writing, understanding, and speaking Portuguese and will include many aspects of Brazilian culture: music, films, magazines, current events, and literature. Prerequisite: a 300-level Spanish course. (Cross-listed as Latin American Studies 317. Meets GEC Cultural Diversity Requirement.)

320 Spanish for International Affairs
An introduction to the specialized vocabulary, styles, and concepts that characterize conversational and written Spanish for international affairs. Attention is focused on familiarizing the student with current issues in business, banking, law, microeconomics, medicine, politics, and human rights. Vocabulary building, conversation practice, listening comprehension, and acquisition of idioms necessary for transcultural contacts are also stressed. Readings are drawn from magazines, newspapers, and journals, with special emphasis on materials from the Internet. Particularly recommended to students who are considering careers in economics, business, politics, and international relations. Prerequisite: Spanish 212, 220, or placement recommendation. (Cross-listed as Latin American Studies 320. Meets GEC Cultural Diversity Requirement.)

325 Hispanic Cultures in the United States
This course is taught in Spanish. It is designed to familiarize students with the cultural phenomena produced in the United States by the presence of two major Hispanic groups: Mexican Americans (20.6 million) and Puerto Ricans (3.4 million). The course will examine the historical, political, and cultural development of the Mexican American/Chicano and the Puerto Rican/Boricua Hispanic heritage. The main objective is to provide the students with an overall social and literary understanding and to recognize the cultural contribution made by these two important Hispanic groups. Topics such as neo-colonialism, popular culture, national identity, gender representation in art and literature, religious syncretism, and economic impact on the workforce will be explored. Literary texts by outstanding Chicano and Boricua authors will be included. (Cross-listed as Latin American Studies 325. Meets GEC Cultural Diversity Requirement.)

330 Survey of Peninsular Literature
A panoramic view of Spanish literature with special emphasis on distinctive features of significant literary movements and periods. Lectures on the history of literature. Readings and discussion on selections from representative literary texts. Prerequisite: Spanish 212,

220, or placement recommendation. (Meets GEC Cultural Diversity Requirement.)

333 Film and History in Spain and Latin America
Taught in English. The course examines the ways in which the media and popular culture shape the public perception of significant events and political movements in Spain and Latin America. Possible topics are suggested by polemical issues that have also been the subject of a large body of film and fiction, such as the Spanish Civil War, the legacy of Perón, and Castro and Cuba. The basic format will be lecture/discussion. Readings will include fiction, speeches, and periodical press of the time as well as historical studies. Assignments will include short essays, oral presentations, and a final research paper. The course will be taught in English, but those speaking Spanish may use materials in that language for their papers and presentations. The course offers students the chance to form a critical perspective on popular communications media. (Counts toward the Spanish major and minor. Cross-listed as Latin American Studies 333. Meets GEC Cultural Diversity Requirement.)

335 Survey of Latin American Literature
The development of Latin American letters from the nineteenth-century movements of independence to the contemporary period. Readings will include novels, short stories, poetry, plays, and essays. Prerequisite: Spanish 212, 220, or placement recommendation. (Cross-listed as Latin American Studies 335. Meets GEC Cultural Diversity Requirement.)

336 Latin American Film
Taught in English. An interdisciplinary study of Latin American film, from multiple perspectives, artistic, historical, political, and socio-economic. This course will highlight the artistic achievements of Latin American filmmakers from Argentina, Brazil, Chile, and Mexico. We will use selected readings from original works for films that are based on fiction. A number of films have been Academy Award nominees or winners. Further readings will include a history of Latin American cinema, movie reviews, and interviews with directors. The course will scrutinize the links among cultural phenomena, socio-political events, and the art of filmmaking. Films will be treated as complex aesthetic objects whose language does not merely photograph socio-historical reality but transfigures it. Classes will be based mainly on discussion interspersed with occasional lectures. The course will be conducted in English, but students may choose to read texts and/or write papers in Spanish or Portuguese. (Cross-listed as Latin American Studies 336. Meets GEC Cultural Diversity Requirement.)

337 The Latin American World
Taught in English. A study of native peoples of the American Indian civilizations from multiple perspectives: historical, political, sociological, and literary. Course materials include readings and lectures on a wide variety of topics, discussions, films, videos, slides, and music. Students with a knowledge of Spanish and/or Portuguese may work with bilingual materials. May count toward the Spanish major. (Cross-listed as Latin American Studies 302. Meets GEC Cultural Diversity Requirement.)

339 Brazilian Literature in Translation
Taught in English. A study of selected Brazilian authors from various literary movements and periods. Special consideration will be given to the historical and cultural contexts in which their works were written. Comparisons will be made with the literature of other Latin American countries. Students with a knowledge of Portuguese may work with bilingual materials. An extra hour will be arranged for students interested in practicing their Portuguese. (Cross-listed as Latin American Studies 209. Meets GEC Cultural Diversity Requirement.)

340 Advanced Spanish for International Affairs
(Santiago, Chile) This course is designed to complement the students' internship assignments in Chilean national and multinational firms and corporations, government agencies, and cultural institutions. Intensive vocabulary building, composition, conversation practice, and acquisition of expressions and idioms necessary to handle the day-to-day internship assignments. Classroom instruction augmented by practical on-site application. Course is offered only in Santiago, Chile, by faculty at the Universidad Diego Portales, especially for participants in the Lake Forest College program. (Meets GEC Cultural Diversity Requirement.)

350 Modern Latin American Narrative in Translation
During the twentieth century, the narrative fiction of Latin America exploded onto the international literary scene. This course focuses on the precursors of the so-called "boom" writers (Jorge Luis Borges, Graciliano Ramos) and the boom's major writers (Julio Cortázar, Gabriel García Márquez, Juan Rulfo, Carlos Fuentes, Jorge Amado), as well as its more recent figures (Isabel Allende, Clarice Lispector, Laura Esquivel. Manuel Puig), who take us into the twenty-first century. The course includes film adaptations of Latin American fiction. Special consideration is given to the aesthetic and historical contexts of these authors and their works. Students with a knowledge of Spanish or Portuguese may work with bilingual materials if they so choose. (Cross-listed as Latin American Studies 350. Meets GEC Cultural Diversity Requirement.)

360 Peninsular Narrative
Reading, analysis, and discussion of selected narrative works of Peninsular Spanish authors; historical and aesthetic considerations of the texts will be stressed. The course is designed to impart to the student a sense of the development of Spanish prose fiction and of recurring and characteristic themes. The student will become acquainted with outstanding authors and works of the Golden Age and the nineteenth and twentieth centuries. Prerequisite: Spanish 212, 220, or placement exam. (Meets GEC Cultural Diversity Requirement.)

365 Latin American Narrative
The study of representative naturalist, neo-realist, and magic-realist writers. The student will read novels and short stories by outstanding writers such as Gallegos, Borges, Fuentes, García Márquez, and Vargas Llosa. Prose works will be considered in a socio-historical context. Prerequisite: Spanish 212, 220, or placement exam. (Cross-listed as Latin American Studies 365. Meets GEC Cultural Diversity Requirement.)

367 Latin America: A Creative Approach
Taught in English, this course is based on Latin American topics, viewed from interdisciplinary perspectives and involving various historical periods and regions. Examples are the voyage of Columbus, Sor Juana and colonial Mexico, independence movements in South America, Brazil and the abolition of slavery, and the painting of Frida Kahlo and Diego Rivera. Student work is mostly creative, nontraditional; original poems and stories, short videos, newscasts of historical events, mock trials. (Cross-listed as Latin American Studies 367. Meets GEC Cultural Diversity Requirement.)

370 Hispanic Poetry
The study of masterworks of Latin American and Peninsular poetry. The student will read, analyze, and compare poems from several periods: Medieval, Golden Age, Romantic, Symbolist, Modernist, Surrealist, and Contemporary. Prerequisite: Spanish 212, 220, or placement recommendation. (Cross-listed as Latin American Studies 370. Meets GEC Cultural Diversity Requirement.)

380 Fiction, Film, and Society in Latin America
This course is an interdisciplinary study of Latin American societies, focusing on literary and cinematic production from multiple perspectives: artistic, historical, political, and socio-economic. The seminar will highlight the magisterial artistic achievements of Latin American novelists and the film adaptations of their novels. It will scrutinize the links between socio-political events and artistic production. Seminar materials will include readings, lectures, discussions, film, and video. The seminar will be conducted in English but students may choose to read texts and/or write papers in Spanish or Portuguese. (Cross-listed as Latin American Studies 380. Meets GEC Cultural Diversity Requirement.)

390 Internship
On-site training in spoken and written Spanish at businesses or other organizations in Santiago, Chile, and in Chicago. (Meets GEC Cultural Diversity Requirement.)

400 Special Studies: Women's Voices in Latin America
An author, thinker, movement, or group of works studied in depth. All work in Spanish. This course will examine the role of women in Hispanic culture. Important figures such as La Malinche, Sor Juana Inés de la Cruz, and Eva Perón as well as the fiction, poetry, and films of Rosario Castellanos, Clarice Lispector, Gabriela Mistral, Isabel Allende, Rigoberta Menchú, María Luisa Bember, and Alicia Steimberg will be studied. Prerequisite: a 300-level Spanish course. (Cross-listed as Latin American Studies 400. Meets GEC Cultural Diversity Requirement.)

410 Chile in the Twentieth Century
(Santiago, Chile) This course, offered in Spanish at the Universidad Diego Portales for participants in the Lake Forest College program, will explore the principal themes of Chilean development during the twentieth century in three settings: (1) Chile from the end of the nineteenth century to the beginning of the twentieth century; (2) Chile from 1950 to 1973; (3) current problems and perspectives. Topics to be covered include: history, literature, economics, the move from rural to urban society, crisis in Chilean democracy and the military government (1973–88), consolidation of democracy in Chile from a Southern Cone perspective, and the role of women in Chilean society and politics. (Cross-listed as Foreign Civilization 410. Meets GEC Cultural Diversity Requirement.)

420 Peninsular Culture and Civilization
Intensive study of selected topics on the history, politics, and culture of Peninsular Spanish civilization. Attention will be focused on the development and evolution of Spanish civilization within the greater European context as well as on particular political and social issues in contemporary Spain. Supporting materials will be drawn from a variety of sources: readings in history, politics, and sociology; the visual arts; music; and literature. Prerequisite: a 300-level Spanish course. (Meets GEC Cultural Diversity Requirement.)

425 Latin American Culture and Civilization
A study of Latin American societies from multiple perspectives: historical, political, economic, and artistic. Course materials will include readings and lectures on a wide variety of topics, discussions, films, video, slides, and music. Prerequisite: a 300-level Spanish course. (Cross-listed as Latin American Studies 425. Meets GEC Cultural Diversity Requirement.)

480 Senior Seminar: Literature and History in the Hispanic World
The seminar will examine the interrelationships of major literary works and key historical moments in the history of Spain and Latin America. Examples are *Don Quijote* and the Imperial Age, the stories of García Márquez and "La Violencia" in Colombia, the fiction of Fuentes and the Mexican Revolution. May be taken by juniors for senior seminar credit; may be taken by sophomores, but not for senior seminar credit. (Cross-listed as Latin American Studies 480. Meets GEC Cultural Diversity Requirement.)

490 Internship
On-site training in spoken and written Spanish at businesses or other organizations in Santiago, Chile, and in Chicago. (Meets GEC Cultural Diversity Requirement.)

494 Senior Thesis
Given for students who wish to graduate with honors. The thesis allows students to do in-depth research and to develop an original thesis on a topic in Hispanic literature or civilization. (Offered as required.)

HISTORY

Professor Michael H. Ebner (Chairperson)
American History.

Professor D. L. LeMahieu
Modern European History.

Professor Steven Rosswurm
American History.

Professor David Spadafora
Modern European History.

Associate Professor Carol Gayle
Modern European History.

Assistant Professor Shiwei Chen
East Asian History.

Assistant Professor Anna E. Trumbore
Ancient and Medieval History.

Lecturer Toni Gilpin
American History.

Lecturer Mary Mapes
American History.

Lecturer Voula Saridakis
European History.

Professor Emeritus Arthur Zilversmit
American History.

Associate Professor Emeritus Pericles B. Georges
Ancient and Medieval History.

History is the collective memory of society. It informs us of the intense human struggles that shaped our past and thereby enriches our understanding of the present. A society that forgets its past is like an individual suffering from amnesia; both lack identity, purpose, and direction. Yet the complexities of the past cannot be reduced to simple rules for the present. History reveals a diversity of human experience that is worth pondering for its own sake. A respect for this diversity has long been the mark of an educated individual and a civilized society.

HISTORY MAJOR

The major in history consists of nine course credits. Students enroll in 110 (World Civilizations to 1650), preferably as first-year students, and complete one of the following two-course sequences: 120 and 121 (United States); 200 and 201 (East Asia); 210 and 211 (Greece and Rome); or 212 and 213 (Europe). Juniors take 300 (Theory and Methods). To complete the major, students enroll in four other courses, at least two of which must be at the 300 level or above, and take either 420 (Senior Seminar) or an independent study research project, such as a senior thesis.

HISTORY MINOR

The history minor consists of six courses, two of which must be on or above the 300 level. History 300 is encouraged but not required for the minor.

110 World Civilizations to 1650
Origins and development of civilization from 3000 BCE to 1650 CE. Emphasis on Western civilization from its Judaic and Greco-Roman foundations through the Reformation, also with discussions of Islam, China, and India. (Meets GEC Cultural Diversity Requirement.)

120 Foundations of the American Republic
The origins of American society and the development of the United States from an underdeveloped new nation into a powerful national entity. Emphasis on the reading and analysis of documentary materials. (Meets GEC First-Year Writing Requirement.)

121 Modern America
America's response to industrialism and its changing role in foreign affairs. Emphasis on the techniques of research and paper writing. (Meets GEC First-Year Writing Requirement.)

200 Origins of East Asia
Introduction to the great civilizations of China and Japan, with emphasis on development of their fundamental characteristics. Highlights both shared traditions and significant differences between the two countries. (Cross-listed

as Asian Studies 200. Meets GEC Cultural Diversity Requirement.)

201 Modern East Asia
Study of China, Japan, and Korea as each moved toward modern nationhood over the last 200 years. Attention to the difficulties each has confronted, including Japan's vision of empire shattered by World War II, China's civil war, and Korea's transformation through foreign interventions. (Cross-listed as Asian Studies 201. Meets GEC Cultural Diversity Requirement.)

204 Medieval History
Western European society from the end of Roman rule to the eve of the Renaissance. Intellectual, material, and institutional developments, with emphasis on the creation of a continually progressive and creative civilization from unlikely roots in late Roman society and Germanic tribal chiefdoms.

208 The European Renaissance, Reformation, and Scientific Revolution
The breakdown of the medieval synthesis under the tensions of intellectual audacity, individual spirituality, and the progress of the scientific attitude to nature. Italian and Northern humanism, Luther and the end of Christian unity, voyages of discovery, and Europe's capture of world commerce driven by technological innovation by land and sea.

210 Ancient Greece
Greek civilization from the first awakening of reason in Homeric poetry and early philosophy to the spread throughout the Mediterranean world of a civilization of headlong, revolutionary innovation in every department of life and thought. Key episodes of the intellectual, political, and military history of the Greeks examined through examples of their literature and thought.

211 Roman History
Roman civilization studied as the revolution from a predatory conquest state led by a military aristocracy to a world empire that enforced universal peace and preserved Classical civilization under a sacred monarchy, whose breakdown gave birth to Christian Europe and the papacy in the West and Byzantium in the East.

212 Europe from the Old Regime to the Modern Era
Socio-economic, political, and intellectual and cultural development of Europe from 1715 to 1890. The crisis of the old order in the age of the Enlightenment and the French Revolution. Industrialization, democratization, and modernization in the nineteenth century. The emergence of nation-states, consumer societies, and modern ideologies.

213 Europe in the Twentieth Century
European politics, culture, and society from 1890 to 1990. The course pursues three major themes: the origins of the modern era from 1890 to 1918; the rise of the authoritarian state from 1917 to 1945; and the Cold War from the 1940s to the collapse of the Soviet Union.

214 History of Russia
Survey of the political, social, and intellectual history of Russia, from the early medieval period to the post-Soviet era. Emphasis on the people and the state, efforts at modernization from above (particularly those of Peter the Great, Alexander II, Stalin, and Gorbachev), revolutionary ideas and movements, the disintegration of the Communist system and the Soviet empire, and the difficulties faced by Russia and other post-Soviet states. (Meets GEC Cultural Diversity Requirement.)

221 British History to 1688
The history of Britain from Roman times to the Revolution of 1688. Topics include Roman Britain, Anglo-Saxon England, the Norman invasion, the development of English political institutions, the consolidation of monarchy under the Tudors, the growth of English literature and culture, and the social and political struggles of the seventeenth century.

222 Modern British History
The history of Britain since 1688. Topics include aristocracy and society in the eighteenth century, the Industrial Revolution, Liberalism and Conservatism in nineteenth-century politics, the consolidation of British culture, the rise of the welfare state, and contemporary British life.

233 Eastern Europe in the Twentieth Century
Exploration of Eastern Europe's development in the twentieth century. This course examines

the impact on the region of World War I and the peace settlement, economic and political difficulties in the interwar period, World War II, postwar Soviet domination, the emergence of greater diversity after Stalin's death, the collapse of the Soviet empire leading to widely divergent efforts to reform, ethnic tensions and conflicts, and efforts to reintegrate the region into the European system. (Meets GEC Cultural Diversity Requirement.)

235 World War II: The European Experience
Origins of the European war; Hitler's reorganization of East Central Europe in 1938–39: the war itself, from the 1939 Blitzkrieg against Poland to the fall of Berlin in 1945; the peace settlement and its failures; the Cold War.

240 History and Film
An exploration of history on film and film as history. After a discussion of recent methodologies, both in history and film studies, the course examines historical epics, documentaries, propaganda, literary adaptations, and biographies. The course also studies films that reveal important assumptions about their day.

245 Foods, Diets, and Cultures
Explores history of food production and consumption, with focus on the United States. Emphasizes broad themes: production of food, from farm to factory and in the kitchen; the role food has played in shaping gender, racial, and ethnic identities in society; food and environmental development; and the relationship of food to political, cultural, and economic power.

248 Crusade and Holy War in Medieval Europe
Medieval Europe experienced widespread debate about the use of violence by Christians. Considers early definitions of Just War and the attempts by the church to control violence around the year 1000. Detailed examination of the origin of the idea of crusade and the history of the First Crusade (1095–99) from Christian, Jewish, Greek, and Muslim perspectives. Examines the later medieval phenomenon of crusade against other Christians.

250 The American Civil War
The origins of the war in the antagonistic development of the free North and slave South; Lincoln and the Republican Party; Black activity in the North and South; the war; the transforming and gendered aspects of fighting the war; Reconstruction; the impact of the war on American development.

255 African American Autobiography
An examination of the African American experience through an exploration of autobiographies, including works by Frederick Douglass, Booker T. Washington, W. E. B. DuBois, Richard Wright, Anne Moody, and Malcolm X. (Cross-listed as African American Studies 255. Meets GEC Cultural Diversity Requirement.)

256 Race and Racism in America
An examination of race and racism as subjects of controversy in American history from the interdisciplinary perspective of American Studies. How did the experience of slavery shape American attitudes toward race? What was the legacy of slavery in the postemancipation years? How has our political and judicial system dealt with race and racism?

257 History of Mexico
This course broadly surveys Mexican history from the pre-Conquest period to the Chiapas revolt in 1994. The meaning of progress, the sacred and indigenous culture, imperialism's impact, and popular mobilization are among its recurring themes. (Cross-listed as Latin American Studies 257. Meets GEC Cultural Diversity Requirement.)

258 History of Sport
The evolution of sport in modern society, in its cultural, social, and economic dimensions. Largely focused on the American experience, but some attention to sport elsewhere in the world. Emphasis on 1850 to the present.

263 American Cities
The changing functions, scale, and quality of urban society from the seventeenth century to the present. A historical framework for studying modern American metropolitan problems. Some fieldwork in Chicago.

265 American Diplomacy
Survey of the evolving role of the United States in world affairs since 1890. Emphasis is on domestic origins of foreign policy and the American role in Asia.

270 History of Education in American Society and Thought
Historical role of education in American society; education as a panacea and as a practical solution; schooling vs. education. Emphasis is on the twentieth century. (Cross-listed as Education 270.)

271 Women in Modern History: Europe and America
This course examines women's lives, activities, and cultures in the United States and Europe from the late eighteenth century to the present. Among the issues examined are birth control; equality vs. difference (the essentialism debate); race and class; and gender as an analytical concept. (Meets GEC Cultural Diversity Requirement.)

274 Topics in Asian Studies: Global Engagement in Contemporary China
(Cross-listed as Asian Studies 274 International Relations 274 and Philosophy 274. Meets GEC Cultural Diversity Requirement.)

275 Popular Music and American Society
The origins and evolution of rock and roll and its permutations from Delta blues and country music to rap and "riot grrrl"; the intertwining of race, sexuality, gender, and class in this commercial art form.

282 Modern China
Relying as much as possible on Chinese texts (in translation), this course will examine such topics as China's response to Western imperialism in the nineteenth century; the 1911 Revolution; the May Fourth Movement; the birth of the People's Republic of China; the Cultural Revolution; and the Democracy Movement of the 1980s. (Cross-listed as Asian Studies 282. Meets GEC Cultural Diversity Requirement.)

286 Modern Japan
From the founding of the last shogunate, the Tokugawa, in 1603 to its present status as the economic giant among the nations of the Pacific. Attention to the achievement as well as the undeniable sufferings and costs incurred during Japan's drive toward great power. (Cross-listed as Asian Studies 286. Meets GEC Cultural Diversity Requirement.)

288 War and Revolution in Asia: China, Korea, Vietnam
Throughout the twentieth century Asian countries experienced periods of prolonged warfare and revolutionary upheaval. Why is it that wars in Asia have had such a profound impact on U.S. society? What is the relationship between war and revolution in China, Korea, and Vietnam? What impact did war have on Chinese, Korean, and Vietnamese society and how can we best characterize the wars of each region? We will use a variety of sources, including books and films, in the class. (Meets GEC Cultural Diversity Requirement.)

300 Theory and Methods
How can we know what actually happened in the past? This course examines the bases of historical knowledge and interpretation, and studies methods used for understanding and writing about the past. Emphases include the use of documentary evidence, the analysis of conflicting historical interpretations, and the use of the Web as a research tool. Prerequisite: an introductory history course. Required of all history majors.

304 Roman and Medieval Christianity
This course will consider topics in the history of Christianity from its origins to the fifteenth century, including the lives of Christ and Paul; the influence of Roman, Germanic, and Celtic religion on early Christianity; doctrinal disputes and heresy; monasticism; the cult of saints; conflicts of church and state; mysticism; reform movements. The course will include regular consideration of medieval Christian art, including images in painting, sculpture, and manuscripts. (Cross-listed as Religion 306. Meets GEC Cultural Diversity Requirement.)

305 Men, Women, and the Other in Medieval Europe
Medieval men and women discussed many of the same questions about identity that we do: What makes an individual unique? How does group affiliation affect identity? What is the relationship between identity and change? This course considers the following topics: medieval conceptions of the individual in autobiographical texts; how medieval Europeans defined their own identity by persecuting the "other," including Jews and lepers; and what medieval people thought about how change affects identity, in texts such as werewolf stories and alchemy manuals.

307 Topics in East Asian History: Women in Modern East Asia
An examination of women's lives in China, Japan, and Korea during the nineteenth and twentieth centuries. Topics will include changing roles within families and society; reproduction and sexuality; the development of political consciousness; and feminism in an East Asian context. (Cross-listed as Asian Studies 307. Meets GEC Cultural Diversity Requirement.)

309 Problems in Modern Chinese History: Film and Reality
What are the enduring problems of modern China? How have different Chinese governments confronted them? We will study twentieth-century transformations in Chinese society, politics, and culture on the mainland and Taiwan in the light of modern Chinese and international history through film and discussion of the major issues addressed by Western scholarship. Basic topics to be covered include the Sino-Western relations; tradition and modernization; peasant rebellions; revolution and reforms; religion; culture and society; modern science; and intellectuals and the state. (Cross-listed as Asian Studies 309. Meets GEC Cultural Diversity Requirement.)

310 East Asia and the West
This course explores the complex and evolving interrelationships among Eastern and Western cultures. It focuses on how various traditions and discourses encounter, resist, assimilate, and transform outside global influences. The course is strongly interdisciplinary and includes history, politics, philosophy, film, and opera. Prerequisite: History 110 or permission of instructor. (Cross-listed as Asian Studies 310).

312 Medieval Politics and Governance
This seminar examines the methods, structures, and strategies of medieval politics and governance in Western Europe from ca. 860 to ca. 1500. The primary focus will be on the creation and governance of centralized politics. The course will also examine local and town governance. Topics include theories of kinship, role of kinship, rise of administration, feudalism, seigneuralism, ritual, and horizontal ties (e.g., communes, affinities, guilds).

315 Rise and Fall of Soviet Russia
The end of the tsarist empire, the revolutions of 1917, development of Soviet society and institutions under Lenin, Stalin, and Khrushchev, the aging of the Soviet system under Brezhnev, the failure of Gorbachev's efforts at reform, the disintegration of the Soviet empire, and the demise of the USSR in 1991. Emphasis on political and social conflicts, ideological debates, and cultural developments. Prerequisite: History 213 or 214 or permission of the instructor. (Meets GEC Cultural Diversity Requirement.)

331 The Enlightenment
Readings and discussions of the central ideas of Europe in the eighteenth century, with emphasis on Britain and France. Topics include the social and political context of the Enlightenment, the impact of science, and the development of notions of tolerance, freedom, and rationality.

332 European Romanticism
Intellectual and social origins of Romanticism, with emphasis on Germany and England; impact of the French Revolution; individualism in poetry and art; and the rise of historicism. Works discussed will include those by Goethe, Wordsworth, Keats, Hugo, Constable, and Schleiermacher.

335 Twentieth-Century British Culture
British culture since 1900. Topics include the impact of World War I; the Bloomsbury circle; documentary writing and film; working-class realism in the 1950s; youth culture; the New Left; postimperial culture; and postmodernism.

342 History and Literature: Crises in England, 1485–1660
An interdisciplinary opportunity to investigate one seminal era. Topics include the "lost" world of early modern family and social life; the English Reformation; the aristocracy and the rise of the gentry; Renaissance heroism and "self-fashioning"; women's lives and literature; early modern biography and lyric subjectivity; Tudor and Stuart monarchy; the causes of the English Civil War; and the emergence of the scientific worldview. Prerequisite: either one English or one history course at the 200 level or above. (Cross-listed as English 342.)

343 Literature and Society in Russia
Aspects of the social and intellectual history of tsarist and Soviet Russia through the prism of nineteenth- and twentieth-century fiction, mostly novels. Readings will include major

works by such authors as Pushkin, Turgenev, Dostoevsky, Tolstoy, Chekhov, Gorky, Pasternak, Akhmatova, Babel, Kataev, Bulgakov, Solzhenitsyn, Yevtushenko, and Tolstoya. Films will also be used. (Meets GEC Cultural Diversity Requirement.)

347 Topics in Gender and History: The Body and Western Civilization
We will read the most important works of the scholarship on the body that has flourished as the West takes up the challenge of reintegrating mind and body. Among the topics to be examined are renunciation of sex in early Christianity; medieval European women's embodiment of their faith; capitalism and the disciplining of the body; roots of fascism in male fear and loathing of the female; the body as metaphor; and contemporary attitudes toward the body. (Meets GEC Cultural Diversity Requirement.)

348 Museums and Exhibitions
Students design, organize, and mount a historical exhibition, using the archives of Lake Forest College, in Sonnenschein Gallery. Course includes field studies to Chicago-area history museums.

355 American Social History
Conducted as a seminar. Topics include family, class, gender, race, ethnicity, and work. Prerequisite: History 120 or 121 or permission of the instructor.

360 Colonial America
Origins of European colonialism; Indian–European relations; Puritanism and society in New England; slavery and politics in Virginia; English imperial regulations; the Glorious Revolution; and the Great Awakening. Prerequisite: History 120.

361 Advanced Topics on African American History
A seminar that examines one aspect of African American history in depth. Topics vary from year to year. (Cross-listed as African American Studies 361. Meets GEC Cultural Diversity Requirement.)

365 American Thought
An examination of major currents of American thought with special emphasis on the ways Americans have thought about their relationship with their environment: Puritanism, Jefferson and nature, Emerson and Thoreau's romanticism, Darwinism, and the modern environmental movement. Prerequisites: History 120, 121, an introductory course in American literature, or permission of the instructor.

420 Senior Seminar
Selected advanced topics in history, with attention to the methods and problems of historical research. Required of all history majors in their junior or senior year except those doing independent study research projects. Open to nonmajors with the prerequisite and permission of the instructor. A major research paper is required.

HONORS SEMINAR

Professor David Spadafora

SOPHOMORE HONORS SEMINAR

Each year an interdisciplinary honors seminar is taught on the sophomore level. Students read classics of Western thought and related materials. They share responsibility with the instructor for generating the topics for discussion at class meetings. Enrollment is limited to 15 students and requires permission of the instructor.

250 Human Possibility and Limitation
How much control does humankind have in determining events and their consequences? What forces are beyond one's control? The seminar will use readings from Homer, Sophocles, Augustine, Dante, Shakespeare, Darwin, Marx, Freud, and Beckett.

251 Heroism: Tragedy and Transgression
Many of our notions of the hero are still derived from early epic literature, which presents a paradox: The hero is most truly himself when he dies; the perfect fulfillment of heroism is death. While heroes are found not only in battle, cultures both ancient and modern seem reluctant to acknowledge a pure heroism: The hero is frequently a problematic and ambivalent figure, raising fundamental questions of morality and mortality. What is a hero, in different cultures and in different times? Why are heroes so closely linked to tragedy? How do the concepts of limitation, transgression, and flaw play a role in defining the heroic? These are some of the questions pursued in readings from all literary genres and in examining the discourse of such forms as opera and film. The seminar analyzes major works of Homer, Shakespeare, Goethe, Melville, and Dostoevsky, but it also engages nontraditional aspects of heroism such as female tragic figures, the anti-hero, and forms of resistance to political oppression. A study of film and detective fiction will provide an opportunity to trace the metamorphosis of heroism in popular as well as "serious" culture.

Affirmation of feminist, multicultural, ethnic, and other creative (and controversial) perspectives is encouraged. The seminar strives to create productive, self-directed dialogue among students and includes student presentations as well as student-led discussions.

252 Perfecting Humanity
Are human beings and humankind perfectible? If not, why not? If so, in what ways, by what means, and with what consequences? Influential attempts, especially during the last five centuries, to address these and related questions are explored through examination of major Western works from several genres and disciplinary points of view. Principle figures planned for consideration include Pico della Mirandola, Shakespeare, Hobbes, Rousseau, Mary Shelley, Marx, Freud, and Arendt.

JUNIOR HONORS SEMINAR

A seminar in the creative process is designed for students at the junior level.

365 In the Belly of the Beast: The Reality of Work in the Big City
The seminar strives to make students better acquainted with the multiplicity and complexity of work as they think about careers by providing an experience of urban life, work contexts, social issues, and great thinking on the subject of work within the framework of first-hand contact with major professions and institutions in their everyday functioning. It seeks to promote the academic study of professions on the part of students who are earnestly career oriented and intellectually prepared to think about problems of work in a personal-professional but also political-societal context. From various perspectives the seminar will provide in-depth insight into what the (nonacademic) professions really do and how they go about doing it. Questions about the reality of work might include professional principles, goals, objectives, and ethos; sense of community and mission; variety and diversity; equal opportunity, affirmative action, and race and gender equality issues; workplace dynamics, overt or subtle discrimination; hierarchies; common ground and conflict; and self-image concerning the role of the profession in social, political, local, and national life. Students participate in 10 to 12 intensive visits to institutions and work sites in

Chicago that typify, in dialectical terms, the workplaces, problems and issues, scope, and employment practices of the profession under scrutiny. They also engage in 10 to 12 workshops centering on the professions, to be held on campus, utilizing guest speakers as well as faculty resources for lectures, demonstrations, and discussions on pertinent issues. The professions and fields covered include law, primary education, medicine, major media, print media, government, food services, finance, public relations, art and commerce, public interest, and technology.

SENIOR HONORS SEMINAR

An honors seminar designed for seniors who wish to undertake a serious integrating and culminating course.

450 The Eighteenth Century: The Birth of a New World View

This seminar will study the eighteenth century, for it is with this century that our modern world comes into being; it is the watershed between the Medieval-Renaissance world and what has become our own. The new scientific climate established by the work of Sir Isaac Newton in the context of the political and economic upheavals at the end of the seventeenth century led to the emerging worldview of a rising middle class. This view was challenged by a generation of great writer-satirists who held fast to old values, and then was reinterpreted by a generation of Romantic writers. The age culminated in the great revolutions in America and France and the modern world had been born. Readings will include such authors as Pope, Newton, Swift, Descartes, and Voltaire.

455 Patterns in Nature

From the meander of a river to the branchings of tree and vein, from the soap bubble to the perfect spiral of the nautilus shell, from the articulate gestures of a cellist's hand to the snowflake, our world abounds with exquisite and intricate patterns. This course explores the variety of patterns found in nature, the purposes, if any, that those patterns serve, and the principles and mechanisms upon which natural science calls to explain them. While much of early science sought explanations of patterns in models, plans, and blueprints, modern science acknowledges that such solutions merely relocate the problem rather than solve it. We'll explore how solutions now abound in some sciences but in others are conspicuous in their absence. Ideally, the seminar will draw two types of participants, senior science majors who represent their disciplines and those interested in understanding patterns.

INDEPENDENT SCHOLAR

Associate Professor Carol Gayle

Associate Professor Ronald Miller (Chairperson)

INDEPENDENT SCHOLAR MAJOR

(No minor is currently available.)
The Independent Scholar program allows students to enroll in the program by developing an academic major of their own, culminating in a thesis or a creative project working closely with a faculty advisor. This major is compatible with a student's pursuit of a second major as well. Students with a high GPA are invited to apply and submit a detailed presentation of their case for admission into the program at the end of their sophomore year. The Independent Scholar program takes place during the junior and senior years. The Independent Scholar Committee determines admission.

INTERNATIONAL RELATIONS

Professor Les Dlabay

Professor David George

Professor D. L. LeMahieu

Professor Ghada Talhami

Associate Professor Carol Gayle

Associate Professor Paul Orogun (Chairperson)

Assistant Professor James Marquardt

A student majoring in international relations is concerned with the approaches by various disciplines—politics, history, economics, sociology, and psychology—to problems that are global in scope, e.g., war and peace, development and underdevelopment, imperialism and national self-determination. The student will be prepared for positions in international affairs in the federal and state governments, and positions with international institutions, such as the specialized agencies of the United Nations and various international businesses. The major is a base for social service positions at the national and international levels, e.g., the Peace Corps and church groups. Majors often go on to graduate school in political science, law, or business administration.

INTERNATIONAL RELATIONS MAJOR

A major in international relations must take a core set of courses that will form a firm basis from which to study advanced areas in depth. The core courses will acquaint the student with concepts such as the balance of power, the development of the nation-state system in Europe, non-Western history, basic models of human societies, and basic economic principles. Students must maintain a C average in courses taken in the major.

The required core courses are:
Economics 110 (Principles of Economics); Sociology and Anthropology 110 (Introduction to Sociology and Anthropology); History 212 (Europe from the Old Regime to the Modern Era) or History 213 (Europe in the Twentieth Century); Politics 340 (World Politics); International Relations 480 (Senior Seminar).

The completion of a foreign language through the 305 or 320 level.

Students must take two courses from a specifically comparative perspective to become familiar with differences and similarities among different states and societies. The two courses may be selected from the following or any other comparative courses deemed suitable by the chairperson: Economics 270 (Latin American Development); Politics 210 (Politics of Western Europe and the European Union); Politics 212 (Politics of the Third World); Politics 216 (The Politics of the Middle East); Politics 217 (African Politics); Politics 219 (The Politics of Latin America); Politics 318-01 (Women in the Third World).

A student must also take four electives that will enable him or her to focus interest on a series of interrelated topics in preparation for the seminar. These four courses or independent studies or internships are to be chosen in consultation with the chairperson.

INTERNATIONAL RELATIONS MINOR

Eight courses are required from the following: four foreign language courses; two core courses and two comparative courses that are normally required for the major; or two foreign language courses and four core courses and two comparative courses that are normally required for the major.

Politics 110: Introduction to Politics

Politics 214: Politics of South Africa

274 Topics in Asian Studies: Global Engagement in Contemporary China
(Cross-listed as Asian Studies 274, History 274, and Philosophy 274.)

345 Topics in International Relations: Arms Proliferation and Control
This course introduces students to the main arguments and concepts in international relations regarding the proliferation and control of weapons of mass destruction. It studies the theory of arms proliferation and control, focusing on why states want these weapons, why they have sought to regulate them, and how proliferation affects international security. It also surveys recent case studies of arms proliferation and control, including the U.S.–Russian nuclear deterrence regime and new challenges to it, nuclear proliferation in South Asia, Northeast Asia, and the Middle East, and recent developments in the area of biological and chemical weapons.

348 International Organization & Law
(Cross-listed as Politics 348.)

480 Senior Seminar: American and the Twenty-First-Century World
What are America's core national interests? What are the principal threats to these interests? What role should America play in the world? These questions of grand strategy have taken on new importance in recent years. During the Cold War, the United States pursued a strategy of containment, which sought to limit the power and influence of the Soviet Union. While containment may have hastened the demise of the Soviet Union, the end of the Cold War also put an end to containment as a viable grand strategy. As a result, since the early 1990s policy makers and policy analysts have sought to reorient grand strategy in ways that reflect the fundamental changes underway in the international system. Particular attention is given to the similarities and differences in the grand strategies of the Clinton and George W. Bush administrations, which address issues such as international institutions, the use of force and military spending, democracy promotion, the world economy, and the global environment.

INTERNSHIPS AND PRACTICUMS

For information on Internships and Practicums see Undergraduate Curriculum.

LATIN AMERICAN STUDIES

Professor Les Dlabay

Professor David George

Associate Professor Lois B. Barr (Chairperson)

Assistant Professor Heather Levi

Assistant Professor Marcela Saldivia-Berglund

The region of Latin America, which encompasses Mexico, Central America, South America, and the Hispanic Caribbean, has grown enormously in economic and cultural importance in the United States. Immigration, trade, travel, literary production, and popular culture—these are just a few of ways in which Latin America is affecting the lives of Americans. By providing both a major and a minor, the Latin American Studies Program enables students to prepare for careers involving this vital region.

THE LATIN AMERICAN STUDIES MAJOR

The major consists of a minimum of 10 credits: four core courses, five electives, and Senior Studies. Students must take a senior seminar or do a senior thesis or senior research project. In addition to the 10 credits, there is also a language proficiency requirement. In designing their majors, students should consult with members of the Latin American Studies Committee.

Core Courses

Students must take four core courses, two courses from A. Arts and Humanities and two courses from B. History and Social Sciences listed below.

A. Arts and Humanities

Art 226, Music 281, Philosophy 272, any course in Spanish, Foreign Civilization, or Literature in Translation on Latin America.

B. History and Social Sciences

Economics 245, Economics 270, Business 470, History 257, Politics 219, any course in Sociology and Anthropology on Latin America.

Electives

In addition to the four core courses, students must take five other Latin American Studies credits, two of which must be at the 300 or 400 level. These credits can include Latin American Studies courses (see list below), foreign programs, and other alternatives.

Foreign Programs

Course credit gained through participation in study programs in Latin America may be used to fulfill part of the electives requirement. All such credit must be approved in advance by the Latin American Studies Committee. Students are encouraged to participate in Lake Forest College's Fall semester International Internship Program in Santiago, Chile, which provides a professional internship experience, intensive language instruction, and a cultural and historical introduction to Chile. The committee also recommends the two Costa Rica programs sponsored by the Associated Colleges of the Midwest. All credits earned on foreign programs will count at the 300 or 400 level.

Other Alternatives

A maximum of two credits may be obtained through tutorials, research projects, creative projects, and domestic internships.

Senior Studies

Students must complete a Senior Seminar (Latin American Studies 480), a senior thesis, or a senior research project.

Language Proficiency

Students must demonstrate language proficiency in Spanish or Portuguese. This requirement may be met through examination or by completing a Spanish or Portuguese course at the 300 or 400 level.

THE LATIN AMERICAN STUDIES MINOR

The minor in Latin American Studies consists of seven credits to be taken from the following list, which is grouped into courses, foreign programs, and other alternatives. At least two credits must be from the list of arts and humanities courses and at least two credits from the list of

history and social sciences courses. These two credits must be from different departments. Otherwise, students may take any combination of courses, foreign programs, and other alternatives. In designing their minors, students should consult with members of the Latin American Studies Committee.

Courses

A. Arts and Humanities

Art 226, Music 281, Philosophy 272, any course in Spanish, Foreign Civilization, or Literature in Translation on Latin America.

B. History and Social Sciences

Economics 245, Economics 270, Business 470, History 257, Politics 219, any course in Sociology and Anthropology on Latin America.

Other courses: See list that follows

Foreign Programs

Course credit gained through participation in study programs in Latin America may be used to fulfill part of the electives requirement. All such credit must be approved in advance by the Latin American Studies Committee. Students are encouraged to participate in Lake Forest College's Fall semester International Internship Program in Santiago, Chile, which provides a professional internship experience, intensive language instruction, and a cultural and historical introduction to Chile. The committee also recommends the two Costa Rica programs sponsored by the Associated Colleges of the Midwest. All credits earned on foreign programs will count at the 300 or 400 level.

Other Alternatives

A maximum of two credits may be obtained through tutorials, research projects, creative projects, and domestic internships.

Courses Offered Regularly in Latin American Studies

(consult departmental listings for descriptions)

Art 226
(Colonial Latin American Art)

Biology 380 (Latin American Studies 381)
(Tropical Ecology and Conservation)

Business 470
(Latin American Global Business)

Economics 245
(Child Labor in Latin America)

Economics 270
(Latin American Development)

Economics/Business 322
(Emerging Markets Analysis)

History 257
(History of Mexico)

Music 281
(Latin American Music)

Philosophy 272
(Currents in Latin American Thought)

Politics 219
(The Politics of Latin America)

Sociology and Anthropology 231
(Histories and Cultures of Latin America)

Sociology and Anthropology 242
(Maya Cultures and Histories)

Sociology and Anthropology 243
(Andes Cultures and Histories)

Sociology and Anthropology 272
(Popular Culture in Latin America)

Spanish 305
(The Civilization of Spain)

Spanish 306
(Introduction to Latin American Culture)

Spanish 317
(Portuguese for Spanish Speakers)

Spanish 320
(Spanish for International Affairs)

Spanish 325
(Hispanic Cultures in the United States)

Spanish 333
(Film and History in Spain and Latin America)

Spanish 335
(Survey of Latin American Literature)

Spanish 336
(Latin American Film)

Spanish 337 (Latin American Studies 302)
(The Latin American World)

Spanish 339 (Latin American Studies 209)
(Brazilian Literature in Translation)

Spanish 350
(Modern Latin American Narrative in Translation)

Spanish 365
(Latin American Narrative)

Spanish 367
(Latin America: A Creative Approach)

Spanish 370
(Hispanic Poetry)

Spanish 380
(Fiction, Film, and Society in Latin America)

Spanish 400
(Special Studies: Women's Voices in Latin America)

Spanish 425
(Latin American Culture and Civilization)

Spanish 480
(Senior Seminar in Spanish in years when the topic is pertinent to Latin American Studies)

420 Latin American Identities

A study of the diverse ethnic and religious groups in Latin America today. The course will focus on the cultural contributions of indigenous groups, the African American peoples, nineteenth-century waves of immigration from Europe and Asia, and the burgeoning influence of Protestant groups. Sources will include testimonial works, fiction, journalistic essays, and documentary and feature films. Students will present reports, write a research paper, and discuss readings and films. Prerequisite: permission of the instructor. (Meets GEC Cultural Diversity Requirement.)

MATHEMATICS AND COMPUTER SCIENCE

Professor Steven Galovich
Number Theory

Professor Robert Holliday
Computer Science. Combinatorics.

Professor Edward Packel
Functional Analysis. Applications of Mathematics to the Behavioral and Social Sciences. Computer Science.

Professor DeJuran Richardson
Statistics. Biostatistics.

Associate Professor Craig Knuckles
Control Theory and Optimization. Functional Analysis. Computer Science.

Associate Professor Jill Van Newenhizen
Social Choice Theory. Functional Analysis.

Associate Professor David Yuen (Chairperson)
Modular Forms. Algebraic Geometry. Riemann Surfaces. Computer Science.

Assistant Professor Joe Hummel
Computer Science: Programming Languages, Compilers, Computer Architecture.

Instructor Ruthane Bopp
Algebra. Real Analysis.

Lecturer Marvin Doubet

Concepts and techniques of mathematics and computer science play a vital role in an ever-increasing number of human activities. The curriculum and other activities of the Department of Mathematics and Computer Science are designed to acknowledge this fact. The department offers a major in mathematics and a major in computer science.

Admission to any course in the department requires a grade of C- or better in all prerequisite courses.

MATHEMATICS MAJOR

The mathematics major combines conceptual and theoretical ideas with computational techniques and applications of mathematics. When appropriate, courses use technology and the department's computer laboratory to facilitate exploration and understanding in a cooperative setting. Majors are prepared to pursue careers that emphasize applications of mathematics, careers in teaching, and graduate study in mathematics.

The minimum requirements for all students majoring in mathematics are satisfactory completion of the following:

Mathematics 110, 111, 210, 230, 231, 311, 330, and Computer Science 111 or 112 (or the Honors sequence, Mathematics 115, 116 instead of Mathematics 110, 111).

One of the following sequences:
(1) Mathematics 331 and another mathematics course numbered 300 or above;
(2) Mathematics 350, 351.

The senior studies course or senior thesis in mathematics.

In addition, one course from the following is required: Physics 120, Philosophy 265, Economics 330, or any Computer Science course numbered 212 or above.

Internship credit may not be counted toward the major.

Most majors who plan careers in mathematics elect more than the minimum number of courses that are required. A reading knowledge of a foreign language is strongly recommended for students who plan to attend graduate school.

MATHEMATICS MINOR

Requirements include the following: Mathematics 110, 111, 210, 230, and either Mathematics 214 or 231; one mathematics course numbered 300 or above; Computer Science 111 or 112.

The department encourages students interested in the actuarial profession to prepare for the examinations administered by the Society of Actuaries for certification as an Associate or Fellow in that professional organization. Students interested in the actuarial profession should elect Mathematics 110, 111 (or 115, 116), 210, 230, and 231 along with Mathematics 314, 350, 351.

COMPUTER SCIENCE MAJOR

The Computer Science major is designed to prepare students, within a liberal arts setting, for careers or graduate work in the field of computer science. The curriculum emphasizes core fundamentals, object-oriented programming and design, Web-centric computing, and important application domains as well as theoretical results. Instruction takes advantage of a wide range of computer technology to facilitate learning and exploration. The departmental labs are fully-networked, providing Windows, Macintosh, and Linux computing environments. Students interested in the major are strongly encouraged to begin their studies during their first year; students with little or no programming experience should begin in the Fall of their first year with Computer Science 111.

The minimum requirements for the major in Computer Science are as follows:

Successful completion of Mathematics 110 and 230, as well as Computer Science 112, 212, 213, 217, 318, 336, and 417.

The senior seminar (Computer Science 488 or 489) or senior thesis in Computer Science.

Successful completion of two additional courses in Computer Science from the following list: 214 and any course numbered 300 or above. Internship credit may not be counted toward the major.

Recommended (but not required) are the following: Mathematics 111, 150 (or 350 and 351 for a stronger theoretical background), 231, 314, and 375; Philosophy 265. A reading knowledge of a foreign language is also strongly recommended for students planning to attend graduate school.

COMPUTER SCIENCE MINOR

The minor in Computer Science requires the student to successfully complete Mathematics 110 and 230 as well as Computer Science 112, 212, 213, 217, and one of 312, 318, or 336.

MATHEMATICS COURSES

103 The Nature of Mathematics

Intended for students with primary interests in the humanities and social sciences. The course uses set theory, logic, and language as a foundation for studying a variety of topics central to the development of modern mathematics. Emphasizing the central role of language in mathematics, the course shows that mathematics is about communication of ideas. Topics will be explored through experimentation with computers where appropriate using games, puzzles, and group projects as well as lectures and discussions. Additional topics include codes and basic geometry. The course will focus on the interplay of different ideas.

104 Elementary Mathematics from an Advanced Standpoint

(Cross-listed as Education 104.)

105 Elementary Functions

Properties of functions with emphasis on polynomial, exponential, logarithmic, and trigonometric functions. Analytic geometry. (Does not meet GEC Natural and Mathematical Sciences Requirement.)

110 Calculus I

The calculus of functions of one variable. Limits, continuity, differentiation, and applications; a brief introduction to integration. Prerequisite: 3.5 years of high school mathematics (to include trigonometry) or Mathematics 105.

111 Calculus II

The calculus of functions of one variable. Integration, applications of integration, sequences, and series. Prerequisite: Mathematics 110.

115 Honors Calculus I

Theory and applications of the calculus of functions of one variable. Limits, continuous functions, differentiable functions, the definite integral, and applications. Prerequisite: permission of the instructor.

116 Honors Calculus II

Continuation of Mathematics 115. Integration and applications, sequences, infinite series. Prerequisite: permission of the instructor.

150 Introduction to Probability and Statistics

Designed for students in the social and life sciences. Discrete probability theory, distributions, sampling, correlation, and regression, Chi square and other tests of significance. Emphasis on the use of the computer as a tool and on applications to a variety of disciplines. (Not open to students who have taken Economics/Business 180).

160 Finite Mathematics with Applications
Mathematical topics as needed to build and solve mathematical models of situations in the life, social, and managerial sciences. Topics chosen from basic probability theory; vectors, matrices, and Markov chains; linear programming; mathematics of finance; and game theory.

210 Multivariable Calculus
Partial differentiation, the algebra and calculus of vectors, curves and their parameterization, multiple integration, Stokes's and Green's theorem, and applications. Prerequisite: Mathematics 111.

214 Differential Equations
Differential equation models, analytic solution techniques, qualitative solution concepts, and computer visualization for single equations and systems. Applications of differential equations. Prerequisite: Mathematics 210 or permission of the instructor.

230 Introduction to Abstract and Discrete Mathematics
Topics covered include logic and proofs, set theory, relations, cardinal numbers, countable and uncountable sets, permutations and combinations, graph theory, and group theory. Prerequisite: Mathematics 110.

231 Linear Algebra
Vector spaces, linear independence, linear transformations, matrices, determinants, and applications to geometry. Prerequisite: Mathematics 230 or permission of the instructor.

310 Complex Analysis
Study of functions of one complex variable. Analytic functions, complex integration, Cauchy's theorem, complex power series, and special functions. Applications to other areas of mathematics and to mathematical physics. Prerequisites: Mathematics 210 and 230 or permission of the instructor.

311 Introduction to Real Analysis
A rigorous course covering the following introductory real analysis topics: axioms for the real numbers, sequences, boundedness, limits, monotone functions, continuity, uniform continuity, Cauchy criterion for convergence, cluster points, compactness, differentiability, integration, and infinite series. Prerequisites: Mathematics 210 and 230.

323 Cryptography
(Cross-listed as Computer Science 323.)

329 Number Theory
Mathematical induction, divisibility properties of integers, prime numbers, and congruences. Prerequisite: Mathematics 230 or permission of the instructor.

330 Modern Algebra I
A study of algebraic structures with emphasis on groups, rings, and fields. Prerequisite: Mathematics 230.

331 Modern Algebra II
Additional topics in modern or linear algebra such as field extensions, Galois Theory, group conjugacy, modules, eigenvalue theory, dual spaces, and unitary spaces. Prerequisite: Mathematics 330 or permission of the instructor.

350 Mathematical Probability
Discrete and continuous probability. Distributions, the law of large numbers, the central limit theorem, random variables, and generating functions. Prerequisites: Mathematics 210 and 230 or permission of the instructor.

351 Mathematical Statistics
A mathematical study of such topics as estimation of parameters, confidence intervals and tests of hypotheses, decision theory, regression, analysis of variance, and nonparametric methods. Prerequisite: Mathematics 350.

375 Combinatorics and Graph Theory
Enumeration techniques with emphasis on permutations and combinations, generating functions, recurrence relations, inclusion and exclusion, and the pigeonhole principle. Graph theory with emphasis on trees, circuits, cut sets, planar graphs, chromatic numbers, and transportation networks. Also included will be designs with emphasis on Latin squares, finite projective and affine geometries, block designs, and design of experiments. Prerequisite: Mathematics 230. (Cross-listed as Computer Science 375.)

434 Theory of Computation
(Cross-listed as Computer Science 434.)

499 Great Theorems of Mathematics
Seminar course to introduce students to various masterpieces in the development of mathematics. Some of the most historically important proofs and ingenious logical arguments from mathematics will be presented and discussed. An emphasis will be placed on the interconnectedness among various subject areas within mathematics. Prerequisite: permission of the instructor. (Meets GEC Senior Studies Requirement.)

Mathematics Courses Offered Less Frequently

195 The Mathematics of Games and Gambling
This course introduces and develops some of the important and beautiful "elementary" mathematics needed for rational analysis of various game and gambling activities. Topics treated include permutations and combinations, probability, expectation, the binomial distribution, elementary game theory, power indices, and the gambler's ruin. Social and historical issues related to gambling will also be considered along with a variety of hands-on gaming activities, but the primary emphasis will be on the understanding and application of the mathematics behind these activities.

198 Mathematics in Civilization
Mathematics has played a major role in the development of Western civilization. This course investigates how important mathematical subjects such as algebra and geometry arose out of such diverse activities as science, commerce, and art. Our approach will be historical, and our journey will take us from the development of number systems in the ancient Middle East nearly 4,000 years ago to the use of non-Euclidean geometry to describe the universe in the twentieth century.

Selected topics from affine, Euclidean, non-Euclidean, projective, and differential geometry. Prerequisite: Mathematics 230 or permission of the instructor.

211 Mathematics of Chaos
A study of nonlinear dynamical systems, including iteration of functions, attracting and repelling periodic orbits, bifurcation, the period doubling route to chaos, complex dynamics, fractals, and Mandelbrot and Julia sets. Real-world implications and applications of chaos. Can meet the requirements for a 300-level-or-above mathematics course on completion of an additional project approved by the instructor. Prerequisite: Mathematics 111.

260 History of Mathematics
A survey of the important concepts of mathematics from the time of the Babylonians to the present. Emphasis will be on the evolution of mathematical ideas and the contributions of the most prominent individuals associated with the development of mathematics. Prerequisite: Mathematics 111 or permission of the instructor.

314 Numerical Analysis
Linear and polynomial interpolation, finite differences, matrix methods. Solution of equations and systems of equations. Numerical differentiation, integration, and solutions of differential equations. Algorithms and computer applications. Prerequisites: Mathematics 111, 231, and Computer Science 112. (Cross-listed as Computer Science 314.)

320 Mathematical Methods
(Cross-listed as Physics 320.)

340 Geometry
Selected topics from affine, Euclidean, non-Euclidean, projective, and differential geometry. Prerequisite: Mathematics 230 or permission of the instructor.

360 Mathematical Modeling and Computer Simulation
(Cross-listed as Computer Science 360.)

365 Algebraic Coding Theory
A study of the algebraic structure of codes designed to transmit messages through a noisy channel in an efficient and relatively error-free fashion. Topics include finite-dimensional vector spaces over a finite field and the connection between coding theory and areas such as geometry, combinatorics, and number theory. Prerequisite: Mathematics 231 or permission of the instructor. (Cross-listed as Computer Science 365.)

410 Topology
Point set topology. Such topics as topological spaces, separation axioms, covering properties, metrization, convergence and completeness, and homotopy theory. Prerequisite: Mathematics 230.

411 Topics in Modern Analysis
Introductory notions of functional analysis. Banach spaces, integration and measure, Hilbert spaces, and commutative Banach algebras.

COMPUTER SCIENCE COURSES

107 Interactive Programming Web
A broad exploration of the technologies associated with Web programming for those who do not plan to pursue further course work in computer science. Assumes no prior programming experience. Topics include Internet history and its basic architecture, managing an account on a Web server, HTML markup (text, images, links), design issues (HTML tables vs. HTML Frames), use of style sheets (CSS), introduction to the client-server model, HTML forms, JavaScript control structures, the document object model (DOM), and using JavaScript to manipulate the DOM and process HTML forms. Please note: This is a general audience course intended for those who have limited computer background; this course does not count towards the major or minor in Computer Science or Mathematics. Prerequisite: General familiarity with computer files and folders, word processing, and surfing the Web with a browser.

111 Introduction to Programming Concepts
A thorough introduction to problem solving and computer programming for students with little or no programming experience (students with significant programming experience should take Computer Science 112). This course is designed for those who may wish to pursue further course work in computer science but lack a programming background, or who wish to learn computational science for application in other disciplines. Topics include conditionals, loops, statement sequences, subroutines, functions, variables, arrays, and objects. Programming will be done using JavaScript. Please note: Students with little or no programming experience planning to major in Computer Science are expected to take Computer Science 111 in the fall of their first year in order to begin their major in the spring. Computer Science 111 does not count towards the major in computer science, and students cannot receive credit for Computer Science 111 based on AP Computer Science exams. Prerequisite: strong high school mathematics background.

112 Object-Oriented Programming and Design
Introduction to modern object-oriented programming and design, using Java. The goal is to see problem solving in a new light, namely using objects. Topics include objects, classes, inheritance, interfaces, exception handling, file I/O, static type checking, dynamic binding, and polymorphic programming. Prerequisite: Computer Science 111 or significant programming experience involving conditionals, loops, subroutines, functions, and arrays. Students may receive credit for this course based on the AP computer science exam (Java version).

212 Computer Science I
Introduction to computer science, using Java. Basic data structures, algorithms, and algorithm analysis. Topics includes dynamic memory allocation, dynamic arrays, lists, sorting, searching, and the application of advanced object-oriented design to data structures and algorithms. Prerequisite: Computer Science 112.

213 Introduction to Computer Architecture
Computer architecture, modern CPU design, memory layout, assembly language programming, addressing techniques, input/output techniques, and interfacing with high-level languages. Prerequisites: Computer Science 112.

214 Principles of Digital Logic
Basic logic, digital electronics, microcomputer architecture, and interfacing, with hands-on laboratory activity. Prerequisite: Computer Science 213.

217 Computer Science II
Continuation of Computer Science I, using Java. Emphasis on advanced data structures and algorithms. Topics include linked data structures, trees, graphs, recursion, algorithms, and algorithm analysis. Prerequisite: Computer Science 212.

260 Symbolic Logic
An introduction to propositional and predicate logic. Topics include formal semantics, translation, natural deduction, quantification theory, and completeness. The relevance of logic to computer theory and artificial intelligence is stressed. (Cross-listed as Philosophy 265.)

312 Client-Server Web Applications
An in-depth study of building Web applications using the client-server model. Topics include an overview of HTML and HTML forms for collecting user data, client-server interaction, CGI programming, storage and manipulation of server data using databases, and returning dynamic content to the client. Preprocessed HTML documents with PHP or Java Server Pages and Web session control with cookies and other useful objects. Additional topics may include the distributed object framework, XML for data extensibility, and an overview of Microsoft's Active Server Pages (ASP) and .NET platform for distributed Web applications. Prerequisite: Computer Science 212.

318 Programming Languages
A study of different programming languages and their paradigms (or styles). Topics include imperative vs. functional vs. event-driven vs. declarative programming, typing, memory organization, scope, and lifetime management. Lab exercises focus on programming in the various paradigms; students can expect to program in languages like ML, Visual Basic, and SQL. Prerequisite: Computer Science 212.

323 Cryptography
An introduction to cryptology and cryptanalysis, the making of codes and the breaking of codes. History and basic concepts: Substitution and other traditional ciphers; plaintext, ciphertext, key. Statistical attack on ciphers. One-time pad. Boolean and numerical functions, modular arithmetic. Stream ciphers, block ciphers, hash functions. Public-key cryptography: RSA, Diffie-Hellman, Knapsack cipher. Digital signatures. Case study of DES, PGP, or other systems. Prerequisites: Mathematics 230 or Computer Science 212 or permission of the instructor. (Cross-listed as Mathematics 323.)

336 Operating Systems and Systems Programming
An introduction to modern operating systems and their most important features. Topics include multiprocessing, virtual memory, multithreading, concurrency, I/O, networking, security, and distributed computing. Students construct a major component of an operating system in C or C++. Prerequisites: Computer Science 212 and 213.

375 Combinatorics and Graph Theory
(Cross-listed as Mathematics 375.)

417 Algorithms and Algorithm Analysis
The study of algorithms and their mathematical analysis. Divide-and-conquer, greedy, brute-force, dynamic programming, backtracking, advanced tree and graph algorithms, big-O notation, case and amortized analysis. Prerequisites: Mathematics 230 and Computer Science 217.

425 Artificial Intelligence
An introduction to AI via topics including tree and graph searches, min-max methods, alpha-beta pruning, heuristics, backtracking, natural language processing, and computer vision. Prerequisite: Computer Science 217.

427 Introduction to Database Systems
An in-depth study of proper methods of design for database systems, with a heavy emphasis on the relational model. Topics include relational design, query languages, and transactional processing. Lab exercises focus on GUI-driven, SQL-based access as well as modern, multi-tier styles of design. Prerequisite: Computer Science 217.

434 Theory of Computation
Fundamental conceptual, theoretical, and philosophical ideas from computer science. Formal languages, finite state automata, and Kleene's theorem. Formal grammars, push-down automata, and context-free languages. Turing machines, computability, and Church's thesis. Decidability, unsolvability, and NP-completeness. Prerequisite: Mathematics 230. (Cross-listed as Mathematics 434.)

461 Compiler Design
An introduction to the design and construction of compilers for modern programming languages. Topics include grammars, formal language definition, abstract syntax trees, symbol tables, syntax and semantic checking, code generation, and optimization. Students construct a modern compiler for an object-oriented programming language. Prerequisites: Mathematics 230 and Computer Science 213 and 217.

488 Senior Seminar in Computer Science
A seminar-like discussion of software engineering, object-oriented design, and large-scale software development. Students will practice modern software engineering as well as read and present papers concerning the subject.

Prerequisites: Computer Science 217, 318 and permission of the instructor. (Meets GEC Senior Studies Requirement.)

489 Advanced Topics in Computer Science
Special topics and projects in computer science, including but not limited to distributed systems, secure computing, Web development, user-interface design, and software engineering. Prerequisites: Computer Science 217, 318 and permission of the instructor. (Meets GEC Senior Studies Requirement.)

Computer Science Courses Offered Less Frequently

314 Numerical Analysis
(Cross-listed as Mathematics 314.)

360 Mathematical Modeling and Computer Simulation
Introduction to the process and techniques of modeling actual situations using mathematical methods and computer simulation. Topics may include optimization, dynamical systems, axiom systems, queuing theory, and introduction of a simulation language. Team projects and reports. Prerequisites: Mathematics 111, Computer Science 212, and some additional sophistication in at least one of the following: mathematics, computer science, or applying mathematics in a field of interest. (Cross-listed as Mathematics 360.)

365 Algebraic Coding Theory
(Cross-listed as Mathematics 365.)

METROPOLITAN STUDIES

Professor Richard Dye

Professor Michael Ebner

Professor Paul Fischer (Chairperson)

METROPOLITAN STUDIES MINOR

(No major is currently available.)
An interdisciplinary minor in metropolitan studies allows the student to examine, from a variety of perspectives, the development and impact of urbanization in the great metropolitan regions (comprising larger inner cities and suburban communities) in which a majority of the world's population now lives.

The core courses in Metropolitan Studies are:

Economics 240
(Urban Economics)

History 263
(American Cities)

Politics 223
(Urban and Suburban Politics)

A student must complete two of the core courses listed above, plus four additional courses among those listed below: (Note: the third core course may be counted as an elective.)

Economics 340 (Environmental and Natural Resource Economics)

Economics 350 (Public Finance)

History 256/Politics 328 (if topic is Race and Racism in America)

An independent study research project (approved by one of the program advisors)

Any of the following forms of applied study count as two metropolitan studies electives:

ACM Urban Studies Term in Chicago

ACM Urban Education Program

An internship (approved by one of the program advisors)

MUSIC

Associate Professor Rami Y. Levin (Chairperson)
Theory. Composition. Music History. Orchestra. Chamber Ensembles.

Associate Professor Donald Meyer
Music History. Electronic Music. Theory. Music Appreciation. American Music.

Assistant Professor Kirk-Evan Billet
Director of Choral Ensembles. Theory. Composition. World Music.

Lecturer and Teaching Associate Deborah Knowles
Percussion

Teaching Associate Ron Arden
Viola

Teaching Associate Alison Attar
Harp

Teaching Associate Sally Bowers
Flute

Teaching Associate Heidi Brann
Oboe

Teaching Associate Jim Cox
Bass

Teaching Associate Amy Cutler
Violin

Teaching Associate Jesse Langen
Guitar

Teaching Associate Soo Young Lee
Piano

Teaching Associate Mitch Paliga
Saxophone. Jazz Ensemble. History of Jazz.

Teaching Associate Tony Porter
Cello

Teaching Associate Dianne Ryan
Bassoon

Teaching Associate Kathleen Van De Graaff
Voice

Teaching Associate William Walsh
Trombone

Teaching Associate Eric Yates
Trumpet

The department offers courses in theory and composition, music history, and performance. Several courses are designed specifically for students with little or no prior musical experience (104, 150, 217, 227, 264, 265). The department has an electronic and recording studio equipped with analog and digital (MIDI) equipment.

The department sponsors a range of performance activities. The Lake Forest College Chorus is the main choral group, with advanced singers invited to join the smaller Forester Singers. Instrumental musicians may participate in the Chamber Orchestra, String Quartet, Woodwind Quintet, Flute Choir, Percussion Ensemble, Jazz Ensemble, and Concert Band. The department also encourages student ensembles such as other chamber groups and rock groups. Students may study applied music through private lessons in piano, voice, or other instruments. These may be done on a credit or noncredit basis. The fees for noncredit lessons are listed in this catalog in Undergraduate Tuition and Expenses. Practice rooms with pianos are available for student use. A series of master classes each year gives students the opportunity to play for and receive feedback from professional instrumentalists in an informal lesson, open to the College community.

The location of the College among the North Shore suburbs of Chicago provides unusual opportunities for students to hear great performing organizations, such as the Chicago Symphony Orchestra, the Lyric Opera, the Lake Forest Symphony, and numerous performing artists. In addition, Lake Forest Lyrica, a series of chamber music concerts performed by some of Chicago's finest musicians, is held on the campus in Lily Reid Holt Memorial Chapel and is free to students. Students may also participate in the North Suburban Symphony, a local community orchestra.

MUSIC MAJOR

The major consists of the following courses:

Three semesters of music theory: 151, 250, and 251.

Three courses in music history: 360, 361, and one course from 217, 227, 262, and 265.

One course credit in music performance (107, 108, 109, 110, 111, 211, 311, or 411).

Ensembles require two years of participation to reach a credit; lessons, one.

One elective music course (excluding any First-Year Studies course, 104, and 150).

Senior studies seminar.

Additional Requirements
To graduate with a major in music, students are required to have a minimum GPA of 2.0 in all music courses.

All music majors must pass a proficiency exam in basic sightsinging and dictation by the end of their junior year. Music majors may substitute Music 160 (with a grade of B or higher) for this exam. Students majoring in music are also required to pass a piano proficiency exam by the beginning of their junior year. The department encourages anyone considering a music major to take this exam as early as possible because students who do not pass the exam must take two semesters of piano lessons. These lessons may count as the course credit in music performance (a credit that is required of all majors), as the elective course for the major, or as an additional course beyond the requirements for the major. Alternatively, the student can pay for piano lessons privately, provided they are hour-long sessions each week for a minimum of 26 weeks. See your music department advisor for more information.

MUSIC MINOR

The minor is designed for students with an interest in music who do not want the intense concentration of a major. The requirements provide students with a working knowledge of elementary music theory and a background in music history. A total of six courses is required to include the following: two sequential courses in music theory from Music 150, 151, 250, and 251; two courses in music history, of which at least one course must be from Music 360 or 361 and the other from Music 217, 227, 262, 264, or 265; one credit in music performance from Music 111, 211, 311, 411, 107, 108, 109, or 110; one elective with the exclusion of Music 104, and any First-Year Studies course.

104 Perspectives on Music

An introduction to various facets of music through guided listening to selected masterpieces of Western music as well as exposure to folk music, popular music, and non-Western music. No previous knowledge is needed. Intended for non-majors.

107 Concert Band

The band performs marches, overtures, waltzes, and suites by such composers as Vaughan Williams, Holst, Sousa, and others. The ensemble is open to all students. Students may participate in this ensemble for credit, earning a quarter credit each semester. There is no overload charge for up to 4.5 credits earned, and students may repeat the course as many times as they choose during their college years. This course is graded on a letter-grade basis.

108 Chamber Orchestra

The Chamber Orchestra is an ensemble devoted to the performance of Baroque, Classical, Romantic, and twentieth-century repertoire. The group performs two concerts each semester. The Chamber Orchestra is open to all qualified members of the College community. Auditions will be held early in the fall. Students may participate in this ensemble for credit, earning a quarter credit each semester. There is no overload charge for up to 4.5 credits earned, and students may repeat the course as many times as they choose during their college years. This course is graded on a letter-grade basis.

109 College Chorus

The chorus performs repertoire ranging from Bach to Bernstein, medieval to jazz, as well as music of the world's various cultures and traditions. Membership in the chorus is open to all students by audition. Two performances are given each semester. Students may participate in this ensemble for credit, earning a quarter credit each semester. There is no overload charge for up to 4.5 credits earned, and students may repeat the course as many times as they choose during their college years. This course is graded on a letter-grade basis.

110 Jazz Ensemble

The Jazz Ensemble performs music from big band classics and contemporary repertoire. The ensemble is open to all students by audition. Students may participate in this ensemble for credit, earning a quarter credit each semester. There is no overload charge for up to 4.5 credits earned, and students may repeat the course as many times as they choose during their college years. This course is graded on a letter-grade basis.

111 Applied Music
Private instruction in piano, organ, orchestral instruments, and voice. For noncredit weekly lessons of one-half, three-fourths, or one hour, an additional fee is charged. See Undergraduate Tuition and Expenses for details. For credit, the student must either have Music 150 as a pre- or co-requisite or obtain consent of the chairperson of the department; the student must satisfactorily complete one year of instruction with weekly lessons of one hour and must participate in two workshops and one recital each semester. In addition, a paper must be completed under the supervision of the instructor. This course is graded on a letter-grade basis. If this course is taken as a fifth-course overload, there will be an additional charge. See under Course Overload Charge in Undergraduate Tuition and Expenses for an exception to the rule.

150 Fundamentals of Music
Introduction to elements and basic principles of tonal music: notation, intervals, scales, rhythm, meter, melody, and harmony. Emphasis on listening and creative work. No prerequisite, but some musical experience is helpful.

151 Music Theory I
Basic elements of tonal harmony including triads, seventh chords, figured bass, harmonic progression, voice leading, and four-part writing. Prerequisite: Music 150 or consent of the instructor.

160 Musicianship
This course is dedicated to the development of practical skills important for a musician, including sightsinging, melodic and rhythmic dictation, and ear training. Aural and written exercises as well as creative projects will be incorporated. Music majors may substitute this course for the aural-skills proficiency exams with a grade of B or higher. Prerequisite: Music 150.

211 Applied Music
Continuation of applied music study. Prerequisite: Music 111.

217 World Music Survey
Survey of music of the world's peoples: music in nonliterate cultures in Africa, Australia, and the Americas; folk music of the Caribbean and Latin America; fine art and other music of Asia and Indonesia; the social and cultural roles of music. No prerequisite. (Meets GEC Cultural Diversity Requirement.)

225 Introduction to Electronic Music: MIDI Sequencing
Designed to foster creative work in the College's recording/electronic music studio, the course deals first with the history of electronic music (Futurism, musique concrete, early analog analysis) and then with studio techniques, using both analog and digital equipment, microphones, tape recorders, mixing, digital synthesis, and a creative project. Two regular sessions and one laboratory each week. Co-requisite: Music 150.

227 History of Jazz
Principal styles of representative jazz musicians; the roots (including blues and ragtime); jazz in New Orleans and Chicago; and big band, swing, bop, and fusion. No prerequisite. (Meets GEC Cultural Diversity Requirement.)

250 Music Theory II: Tonal Analysis
A continuation of the study of harmony, including modulation, chromatic harmony, and counterpoint. Prerequisite: Music 151 or consent of the instructor.

251 Form and Tonal Analysis
Study of the principal forms in Western art music including binary and ternary forms, sonata, theme and variation, and rondo. This course covers analysis of tonal masterworks of the eighteenth and nineteenth centuries, including music of J. S. Bach, Mozart, Beethoven, Schubert, and Brahms, applying the knowledge gained in the study of tonal harmony. Prerequisite: Music 250.

262 Great Composers
This course explores the lives of some of the great composers of the Western classical music tradition, including (but not limited to) Mozart, Beethoven, Tchaikovsky, Wagner, Copland, and Stravinsky. The composers' works will be examined in the context of their times as well as in the overall scheme of music history. Prerequisite: Music 104 or 150 or consent of the instructor.

264 The History of Rock and Roll
This course covers the history of rock music from its origins in the blues and American country music to the diverse rock styles heard today. Analysis of performances and compositional styles of several familiar rock stars is included. Social and political influences will be addressed, but the focus will be on the music itself. No prerequisite.

265 American Music
Music in the United States from the time of the pilgrims to the present day. The course includes art music, folk music, religious music, and jazz. Prerequisite: Any music class or consent of the instructor.

281 Latin American Music
Various topics studying popular music of Latin America. No prerequisite. (Cross-listed as Latin American Studies 281. Meets GEC Cultural Diversity Requirement.)

311 Applied Music
Continuation of applied music study. Prerequisite: Music 211.

325 Advanced Electronic Music
A continuation of Music 225. More independent work and hard disk recording. Prerequisite: Music 225.

360 Music History I: From Chant to Bach
An introduction to the music of the Middle Ages, Renaissance, and Baroque periods. Composers emphasized include Machaut, Josquin, Palestrina, Lassus, Monteverdi, Schütz, Purcell, A. Scarlatti, Handel, and Bach. Music 360 and 361 may be taken out of order. Prerequisite: Music 104 or 150 or consent of the instructor.

361 Music History II: From Classical to Contemporary
Representative composers and compositions from the Classical and Romantic periods will be discussed, including Mozart, Beethoven, Haydn, Tchaikovsky, Brahms, and Wagner. The many trends and styles of music of the twentieth century will be covered, including Impressionism, Expressionism, Neo-Classicism, Minimalism, and Chance Music. Composers will include Debussy, Ravel, Schoenberg, Reich, and Cage. Music 360 and 361 may be taken out of order. Prerequisite: Music 104 or 150 or consent of the instructor.

411 Applied Music
Continuation of applied music study. Prerequisite: Music 311.

480 Senior Seminar
This course covers analysis of twentieth-century music, composition, and choral and instrumental conducting. As part of the conducting unit, students will have the opportunity to conduct a rehearsal of the Lake Forest College Chorus and Chamber Orchestra. Other special topics may also be included.

Music Courses Offered Less Frequently

120 Songwriting
How to write songs. Emphasis on popular forms in the styles of the 1960s to the present, including pop, rock, folk, Broadway, and others. Covers text, setting, forms, harmony, instrumentation, arranging, studio techniques, and performance. Prerequisite: Music 150 or consent of the instructor.

219 African American Music
This course covers the history of African American music from the days of slavery through the contemporary period. Styles to be covered will include spirituals, minstrel music, the blues, jazz, rhythm and blues, soul, gospel, and hip-hop. The course will also include a discussion of social and political issues that have influenced the history of African American music and the African American experience. No prerequisite. (Cross-listed as African American Studies 219. Meets GEC Cultural Diversity Requirement.)

235 Musical Theater
(Cross-listed as English 236 and Theater 235.)

280 Genius: The Lives and Works of Mozart, Bach, and Einstein
A study of the phenomenon of genius with an examination of the lives and works of famous men and women in various fields of creativity including science, literature, and the arts. Special emphasis will be given to the music of Mozart, Bach, and Beethoven with the aim of understanding their creative approaches and the characteristics that set their music apart from the works of their contemporaries. No prerequisite.

282 Women's Voices: Heroines, Singers, Composers, Patrons, Writers
This course will bring into focus the presence, role, and representation of women in Western art music and Western culture during the nineteenth and twentieth centuries. Using current methodologies of feminist criticism and drawing on recent important contributions to the study of gender and music, this course pieces

together a multifaceted narrative of "female voices" in Europe and the United States, from 1800 to the present. (Meets GEC Cultural Diversity Requirement.)

420 Advanced Composition
Independent work.

PHILOSOPHY

Professor Abba Lessing
Existentialism. Hegel. Philosophy and Literature. Philosophy in Film.

Professor Louis G. Lombardi
Ethics. Political Philosophy. Greek Thought.

Associate Professor Janet McCracken (Chairperson)
Aesthetics. History of Philosophy. Gender Studies.

Assistant Professor Rui Zhu
Asian and Comparative Philosophy. Plato. Philosophy of Mind.

Philosophy is the founding discipline of the Western intellectual tradition. It remains at the center of the liberal arts, spreading its branches throughout the curriculum in threatening as well as supporting ways. Philosophy continues to be a gadfly, upsetting the complacency that often sets in when underlying assumptions are not questioned. Challenges to modernity, postmodernism, traditional gender roles, cultural biases, and established public policy all have important philosophical roots. In pursuing wisdom, clarity, and intellectual responsibility, philosophers have engaged a wide range of issues: the relationship between human beings and nature, the value of justice, the possibility of knowledge, and the meaning of human existence.

The philosophy curriculum at Lake Forest College highlights the discipline's central and critical role: We focus on:

Exploring the Immense Range of Philosophical Concerns: Philosophical questions emerge in all facets of human life. We seek not to isolate philosophy but to highlight the ways human beings are inevitably led to ask the fundamental questions with which philosophers struggle. We deal with metaphysical, aesthetic, epistemological, and ethical issues in film, art, literature, and debates over public policy.

Stressing the Practical Value of Philosophical Inquiry: Philosophy is not mere idle speculation but serious inquiry into issues that matter in our professional, public, and personal lives; philosophical insights help us grapple with questions ranging from the obligations between employers and employees, to what level of education is owed each member of our society, to how we ought to view the environment.

Developing Critical Thinking Skills: Philosophy is both a subject and a way of thinking, a critical reflection on our most important judgments and human experiences. Philosophical skills can be used to put things in perspective, to see the consequences of our views, and to assess justifications of our beliefs, practices, and institutions.

Cultivating an International Outlook: Philosophical reflection occurs in different ways in different cultures. We seek to provide students with some understanding of this range of styles by offering opportunities to study Asian as well as Western philosophy. Our international focus is evident through our involvement with the College's Program in Greece and Turkey. Further, we take advantage of the international cultural atmosphere in Chicago as well as the natural attractions of the area.

Fostering Creativity: Philosophical investigations require not simply that students learn a body of information but that they assess and build on that knowledge and ultimately develop their own insights and arguments. Philosophy majors are expected to design their own research project as the culminating experience for the major.

Except where prerequisites are listed, philosophy courses are open to all students, though first-year students should begin with a 100-level course or courses numbered below 220. Students may enroll for credit in only one section of Philosophy 110.

PHILOSOPHY MAJOR

Philosophy majors are expected to have a strong grounding in Western philosophical traditions and to explore their own philosophical interests, for example, in Asian thought, in gender issues, in law and ethics, or in literature and the arts. Nine courses are required for a major, including Philosophy 116 (or symbolic logic), 290, 291, 292, 305, and 325, culminating with a research project or senior thesis and symposium (Philosophy 490 or 495). Internships do not count toward the major requirements.

PHILOSOPHY MINOR

Six courses including two courses from Philosophy 270, 275, 290, 291, and 292. One course or independent project at the 300 level or above. Most 300-level courses require one or two philosophy prerequisites.

110-2 Introduction to Philosophy: Reason and the Irrational

The confrontation and dialogue between rationality and the powers of desire, will, spontaneity, and freedom. Discussion will focus on readings from Plato, Descartes, Spinoza, Nietzsche, Kafka, Sartre, and Buber. (Meets GEC First-Year Writing Requirement.)

110-3 Introduction to Philosophy: Paths of Inquiry

Examination of fundamental issues concerning human existence as addressed by representative thinkers from these traditions and periods: classical Greek, classical Chinese, modern rationalist, modern existentialist, and contemporary continental philosophy. (Meets GEC First-Year Writing Requirement.)

110-4 Introduction to Philosophy: Asian Thought

Introduction, through representative Asian thinkers from India, China, and Japan, to fundamental philosophical issues such as the nature and meaning of human existence, what true happiness is, and what is real. (Meets GEC First-Year Writing Requirement.)

110-5 Introduction to Philosophy: War and the Challenge of Pacifism

The course will focus on the evolution of Western thinking about war, from the first musings about war among the Greeks, through the emergence of the Just War tradition in the Medieval era, through early modern and twentieth century warfare, to the emerging twenty-first-century war on terrorism. The more contemporary discussions will focus on wars involving the United States. The goal will be to examine the strengths of claims for a moral sanction for war in contrast to arguments for a pacifist rejection of the morality of war. (Meets GEC First-Year Writing Requirement.)

110-6 Introduction to Philosophy: Classical Questions

Examination of perennial philosophical issues, such as questions about the nature of reality and how we can know it, discussions of human nature, the meaning of life, and our moral responsibilities. (Meets GEC First-Year Writing Requirement.)

110-8 Introduction to Philosophy: Labor, Property, and Value

The long-running MasterCard ad campaign claims that "There are some things money can't buy: For everything else there's MasterCard," implying that certain meaningful experiences are "priceless," and that paying for them is degrading: But it also implies that everything else in life can be bought and sold. What do these notions of price and pricelessness imply about our conceptions of human worth? How free should the market be? Can governments really control the economy at all, or is it a mysterious natural force? Is there anything we want to preserve as truly "priceless"? Is it too late to do so?

In this course, we will consider the origins, meaning, and limits of economics, and how notions of economic value affect and are affected by notions of ethical, aesthetic, and political value. Readings will include Aristotle, Locke, Smith, Marx, Veblen, Weber, and Baudrillard.

116 Logic and Styles of Argument

Focus on the "rhyme and reason" of language. Examination of the reasons arguments are constructed in the ways they are. Investigation of informal, Aristotelian, and propositional logics, with readings from magazine articles, advertisements, and classical philosophers. (Meets GEC First-Year Writing Requirement.)

200 Philosophy and Gender

An investigation of whether and to what extent men and women think and behave differently and how such differences do or ought to change our theories of human existence and human good. A comparison of classical, modern, and postmodern treatments of the effect of gender on love, knowledge, and obligation. Reading may include Sappho, Plato, Aristotle, Hobbes, Rousseau, Mary Shelley, Freud, Mead, de Beauvoir, Irigaray, and Gilligan. (Meets GEC Cultural Diversity Requirement.)

203 Business and Professional Ethics

Analysis and evaluation of ethical problems in business and the professions. Attention will be given to the moral foundations for and limits on business activities, the idea of professional responsibility, and the relationship between professional and business obligations and general moral obligations. (Not recommended for first-year students.)

210 Environmental Ethics

Examination of relationships between human beings and nature, drawing on literature, religion, and natural science as well as philosophy. What views have shaped our current perceptions, concerns, uses, and misuses of the natural world? What creative alternatives can we discover? How can these be applied to the practical problems of environmental ethics? (Cross-listed as Environmental Studies 210.)

212 Multicultural Approaches to the Environment

The central theme of this course is Humans and Nature. We will examine various motifs in the creation myths from different culture, the images of man and woman, the theme of primeval flood or its absence, the alienation of humans from nature, and the beliefs (e.g., Chinese numerology) in the synchronicity between human affairs and natural events. We will search for answers to the following typical questions: What is the definition of environment? What is and ought to be the relation between humans and nature? What count as "environmental issues" and what are their possible solutions? (Cross-listed as Environmental Studies 212. Meets GEC Cultural Diversity Requirement.)

220 Philosophy of Education

Survey of significant theories of education, introduction to philosophical analysis of educational concepts, and development of analytical skills applicable to clarifying and resolving pedagogical and policy issues. (Cross-listed as Education 220.)

230 Philosophy and Literature

The question of meaning in and of literature. The philosophical study of works by Aeschylus, Euripides, Chekhov, Dostoevsky, Kafka, Nabakov, Philip Roth, and Milan Kundera as well as the poetry of Dylan Thomas and Wallace Stevens. Critical theories of Nietzsche, Roland Barthes, and Jacques Derrida are used. (Not recommended for first-year students.)

240 Philosophy of Law

Survey of some main philosophical theories about the nature and justification of law, with intensive examination of several key philosophical problems as they arise in workings of the American legal system. Readings drawn from law and philosophy. (Not recommended for first-year students.)

248 Philosophical Issues in Documentary Film

A case history approach using the documentary films of Frederick Wiseman, Claude Lanzmann, Erroll Morris, and others that investigates epistemic, moral, and aesthetic issues concerning the truth-value, ethical intent, and artistic significance of documentary film.

250 Philosophy of Religion

This course is an introduction to the philosophy of religion. Particular emphasis is placed on the role of religious experience, ritual, prayer, and sacred books in articulating the idea of God. Course includes a philosophical encounter with mysticism as well as the more traditional metaphysical formulations of the divine, in both the West and East. The critical concern of a variety of rational skepticisms will also be examined.

255 Philosophy and Film

This course explores the philosophical content of contemporary European, Asian, and American movies with special emphasis on metaphysical, ethical, and aesthetic ideas developed and visually presented by recognized filmmakers including Ingmar Bergman, Akira Kurosawa, Satyajit Ray, Luis Buñuel, François Truffaut, DeSica, Erich Rohmer, Fellini, and Antonioni, and special emphasis on Krzysztof Kieslowski. Prerequisite: Philosophy 110 or permission of the instructor.

260 Aesthetics: Reflections on Art and Beauty

A consideration of the nature and purpose of art and aesthetic judgment through the theories of Plato, Aristotle, Kant, Hegel, Freud, and members of the Frankfurt School. Artworks in different media and historical periods will be used as occasions for reflection.

265 Symbolic Logic

(Cross-listed as Computer Science 260.)

270 American Philosophy: Principles and Pragmatism
American philosophy has a rich and diverse history. With the sometimes conflicting commitments to principles and pragmatism as a focus, the course will investigate topics such as (1) early debates over American political institutions: human rights and democracy versus aristocratic leanings to ensure good government; (2) eighteenth-century idealism (e.g., Royce) and transcendentalism (focusing on moral principle, as reflected in Emerson and Thoreau); (3) American pragmatism in its various forms (Pierce, James, and Dewey); (4) Whitehead and process philosophy; and (5) contemporary manifestations (e.g., human rights, environmental concerns, technology, and struggles with diversity).

272 Currents in Latin American Thought
Taking a historical perspective, the course will examine important themes in Latin American thought such as philosophical anthropology (race, the nature of the human being, and Latin American character), the study of values (subjectivism versus objectivism), and debates about philosophy and history (universalist versus culturalist approaches, free will versus determinist outlooks). (Cross-listed as Latin American Studies 272. Meets GEC Cultural Diversity Requirement.)

274 Topics in Asian Studies: Global Engagement in Contemporary China
(Cross-listed as International Relations 274, Asian Studies 274, and History 274. Meets GEC Cultural Diversity Requirement.)

275 Asian Thought: China and Japan
In-depth examination of selected thinkers or textual sources, ancient and modern, from Chinese and Japanese traditions. Examination of issues such as perception, knowledge, creativity, and freedom as well as of distinctive Asian concepts of nirvana, no-self, and Dao. (Cross-listed as Religion 223 and Asian Studies 275. Meets GEC Cultural Diversity Requirement.)

280 Dialogue
Examination of special topics not offered in regular courses.

282 Visions of the Family: East and West
Using materials from a variety of sources and disciplines, including philosophy, religious studies, history, feminist works, literature, and films, the course will ask students to explore and compare together the various visions of the family, and, through this, acquire knowledge of the different outlooks of human lives between the Eastern "family-world" dichotomy and Western "individual-society" dichotomy. The approach of the course will be comparative and historical, focusing on the contextual, practical, and conceptual differences between the Confucian and Daoist views of the family, and their Western counterparts. The goal will be to help students to establish for themselves a general context in which they can not only examine the East-West differences in general, but the complicated relationship between the family and individuals in particular. (Cross-listed as Asian Studies 282 and Sociology and Anthropology 282. Meets GEC Cultural Diversity Requirement.)

290 History of Western Philosophy: Ancient Greece
The nature of reality, knowledge, goodness, and beauty traced from the pre-Socratics through Plato and Aristotle. Some attention will be given to questions of philosophical style and to the transition to the medieval period.

291 History of Western Philosophy: Seventeenth and Eighteenth Centuries
Seventeenth- and eighteenth-century European philosophers, with a primary focus on epistemology and metaphysics. Readings may include Descartes, Spinoza, Locke, Hume, and Kant. Prerequisite: Philosophy 110, 290, or consent of the instructor.

292 History of Western Philosophy: Hegel and the Nineteenth Century
Idealism, romanticism, existentialism, vitalism, and pragmatism. Intensive readings in Hegel, Kierkegaard, Nietzsche, Bergson, James, Husserl, and Freud. Prerequisites: Philosophy 110, 290 and/or 291, or consent of the instructor.

303 Gender and Character
Studies of the effects of either femininity or masculinity on moral and aesthetic choices. Several philosophers of character, morality, and psychology, e.g., Aristotle, Nietzsche, Freud, MacIntyre, and Gilligan, will be examined in conjunction with various works of fiction and film. Prerequisite: One philosophy course or permission of the instructor. (Meets GEC Cultural Diversity Requirement.)

305 Comparative Philosophy: East and West
Comparative investigation of Eastern and Western philosophical sources; elucidation and critical examination of fundamental presuppositions, unique conceptual formulations, and alternative approaches to general philosophical issues. Prerequisite: One Western philosophy course and one Asian area course, or consent of the instructor. (Cross-listed as Asian Studies 305. Meets GEC Cultural Diversity Requirement.)

310 Communication Ethics
Examination of the ethical components at the heart of human communication. Discussions of practical issues, such as free speech, advertising, and privacy, will be based on theoretical investigations of both communication and ethics. Prerequisite: One course in philosophy or permission of the instructor. (Cross-listed as Communications 310.)

320 Twentieth Century: Phenomenology, Existentialism, Structuralism, and Deconstruction
Twentieth-century continental philosophy, moving from the primacy of lived existence to the problematics of texts. Readings in Husserl, Sartre, Merleau-Ponty, Buber, Barthes, Derrida, Levinas, Irigaray, and Leotard. Prerequisite: Two philosophy courses.

322 Religious Existentialism
(Cross-listed as Religion 322.)

325 Major Ethical Theories
Investigation of principal Western theories of ethics. Issues include the foundation of morality in reason or sentiments, the fundamental principles of morality, the relationship of morality to character, and the demands of morality on human action. Readings from philosophers such as Aristotle, Mill, Kant, Noddings, and MacIntyre. Prerequisite: Two philosophy courses.

355 Analytic Philosophy
This course will provide students with a background in the analytic tradition, the philosophical outlook that has dominated Anglo-American schools for much of the twentieth century. Readings will include authors such as Frege, Moore, Russell, Ayer, Wittgenstein, Strawson, Grice, Austin, Davidson, Kripke, Ryle, Quine, and Searle. Prerequisite: Philosophy 292 is strongly recommended.

490 Senior Symposium and Research Project
Independent research plus regular discussions of that research in meetings of seniors and faculty. (Students undertaking a research project over two semesters would register for regular research project credit in the semester without the symposium.) Open to senior majors and others with permission of the department chair.

495 Senior Symposium and Thesis
Senior thesis project plus regular discussions of that research in meetings of seniors and faculty. (Students writing a thesis over two semesters would register for regular thesis credit in the semester without the symposium.) Open to senior majors.

Philosophy Courses Offered Less Frequently

205 Medical Ethics
The course will investigate the three primary strands of medical ethics: (1) issues of professional responsibility, such as confidentiality and informed consent, (2) moral dilemmas that arise in the course of treatment, such as decisions about euthanasia, and (3) public policy matters, such as universal health care.

225 Philosophy of Science
Examination of issues such as the nature of scientific knowledge, what counts as a "true" scientific theory, the basis of observation, and empirical knowledge. Consideration of ethical issues generated by scientific practice, the politics of technology, and current work on the sociology of scientific knowledge.

235 Studies of the Soul
The Greek word for soul is *psyche*, the root of the English word *psychology*. Philosophy is the ancestor of psychology. Long before Freud, James, and Pavlov, philosophers were investigating the structure of the mind, the intricacies of mental processing, and the mental characteristics that make us individual human beings or "personalities." This course will cross the boundary between personality theory and its philosophical predecessors and will investigate the constitution, functions, and individuating

features of the human mind or soul. Readings will include Plato, Aristotle, Descartes, Kant, Freud, Murray, and Maslowe.

410 Major Philosophers
Detailed investigation of works by a great philosopher. Seminar designed for students with a background in philosophy. May be repeated for credit. Prerequisite: Three philosophy courses or two such courses and permission of the instructor.

420 Topics in Philosophy
Seminar designed for students with a background in philosophy. May be repeated for credit. Prerequisite: Three philosophy courses or two such courses and permission of the instructor.

PHYSICS

Professor Michael M. Kash (Chairperson)
Atomic Physics. Quantum Optics. Lasers.

Associate Professor R. Scott Schappe
Atomic Physics. Atomic Collisions.

Assistant Professor Harold S. Schnyders
Condensed Matter Physics. Magnetoresistance. Semiconductor Properties.

Lecturer Marylin Bell
Astronomy. Computational Methods.

Professor Emeritus Bailey Donnally
Atomic Structure. Atomic Collisions. Electronics. Photography.

Professor Emeritus Tung H. Jeong
Coherent Optics. Holography. Photonics. Laser Applications.

Physics is an important, basic part of our knowledge of the natural world. The study of physics provides insight into the development of modern culture since the practical applications of physics change the way we live and the concepts of physics help shape contemporary ideas about the cosmos and our place in it.

Physics embraces the full range of physical dimensions in space and time, from the smallest subatomic particles to the universe, from the slow drift of the continents to the speed of light, from absolute zero to stellar temperatures, from low-frequency radio waves to gamma rays. Those with curiosity about natural processes will want to understand the physical laws that govern them.

Discoveries in physics touch our daily lives. Consider the impact of electric power, radio, transistors, lasers, and nuclear energy. A responsible citizen must strive to understand the fundamental concepts in order to make wise decisions about science and society.

The department offers courses that meet interests of a wide range of students, from majors who plan for a professional career in physics to artists who want to make holograms. Besides a well-stocked collection of all the standard equipment for teaching, our laboratories are unusually well equipped with lasers and optical instruments, all available for undergraduate use. The staffed machine shop helps the department create and maintain this and other equipment. Students are encouraged to work with individual faculty members in research. Research projects, which may be undertaken for course credit, give many of our majors practical laboratory experience that goes well beyond what can be learned in standard courses.

All science and mathematics majors will benefit from the elementary courses, Physics 120 and 121, or their noncalculus alternatives, Physics 110 and 111. Advanced work in physics is also appropriate for many students in addition to those who will become professional physicists. Students planning to enter the science-teaching profession are advised to take courses beyond the introductory level in order to deepen their understanding of the subject and because the department has a tradition of excellence in physics instruction through the use of demonstrations. Those interested in electrical or mechanical engineering should major in physics as part of the dual-degree program in engineering described in the section titled Undergraduate Curriculum. Premedical students should consider majoring in physics. Students contemplating a career in industry, technical sales, or patent law will also benefit from a physics major. Anyone desiring to explore the natural world with emphasis on physical concepts rather than on mathematics should consider the series of offerings 103–109, which are designed especially for nonscientists.

PHYSICS MAJOR

The minimum major requirement of nine physics courses must include 120, 121, 210, 230, 250, 310, 420, and 480, plus one additional course numbered above 200. Exceptions to this rule may be made by the department chairperson in special cases, such as a late decision to major in physics.

Physics majors must also take Mathematics 110, 111 (or 115, 116) and 210, which are prerequisites to required courses.

Students intending to pursue graduate studies or other careers in physics are advised to enroll in more than the nine courses required for the

major. Tutorials may be undertaken in subjects not listed among the course offerings. Exposure to other sciences, especially Chemistry 110 and 111 and more advanced mathematics, especially Mathematics 214 and Computer Science 112, is strongly encouraged.

PHYSICS MINOR

The minor consists of 120, 121, 210, and 250 plus one additional course numbered above 200. Exceptions to this rule may be made by the department chairperson in special cases.

Physics minors must also take Mathematics 110, 111 (or 115, 116) and 210, which are prerequisites to required courses.

106 Light, Sound, and the World of Waves

The behavior of waves, including water, sound, radio, and light. Optics of lenses and mirrors. Lasers and holography. Musical instruments. Three hours of lecture per week; no laboratory.

107 Chance, Fate, and Physical Law

The development of ideas about causality, space, and time and the three revolutions that have changed these concepts: Newton's classical mechanics, Einstein's theory of relativity, and Heisenberg's uncertainty relation. The first two support, whereas the third undermines, the belief that every event is determined to be the way it is by a rigid network of cause and effect. Three hours of lecture per week; no laboratory.

109 Astronomy and Cosmology

The solar system and planetary motion, the nature and evolution of stars, star clusters, and galaxies, and the structure and origin of the universe. Three hours of lecture and two hours of laboratory per week.

110 Introductory Physics I

The first half of elementary physics without calculus. Kinematics and Newton's laws of motion. Conservation principles of energy, momentum, and angular momentum. Oscillations and waves. Three hours of lecture and one laboratory per week. Uses algebra and trigonometry. (Credit may not be earned in both Physics 110 and 120. Cross-listed as First-Year Studies 102.)

111 Introductory Physics II

The second half of elementary physics without calculus. Charge and electric fields; current and magnetic fields. Flux and potential. Circuit elements. Electromagnetic waves. Geometric and wave optics. Three hours of lecture and one laboratory per week. Prerequisite: Physics 110. (Credit may not be earned in both Physics 111 and 121.)

120 General Physics I

The first half of elementary physics using calculus. This is the most appropriate first course for students majoring in the physical sciences. Kinematics and Newton's laws of motion for translations and rotations. Conservation principles for energy, momentum, and angular momentum. Oscillations and waves. Three hours of lecture and one laboratory per week. Prerequisite or corequisite: Mathematics 110 (or 115). (Credit may not be earned in both Physics 120 and 110. Cross-listed as First-Year Studies 102.)

121 General Physics II

The second half of elementary physics using calculus. This is the most appropriate second course for students majoring in the physical sciences. Charge and electric fields; current and magnetic fields. Flux and potential. Circuit elements. Electromagnetic waves. Geometric and wave optics. Three hours of lecture and one laboratory per week. Prerequisite: Physics 120. Prerequisite or corequisite: Mathematics 111 or 116. (Credit may not be earned in both Physics 121 and 111.)

210 Modern Physics

Theoretical and experimental investigations of atomic, nuclear, and particle physics, including the special theory of relativity and elements of quantum mechanics. Atomic spectra, X-ray spectra, Compton scattering, nuclear counting techniques, half-life measurements, and neutron activation. Three hours of lecture and one laboratory per week. Prerequisites: Physics 121 and Mathematics 111 or permission of the instructor.

230 Thermodynamics

The fundamental ideas of temperature, heat, entropy, and equilibrium; the laws of thermodynamics. Macroscopic, phenomenological approach to thermodynamics, followed by the microscopic, statistical description. Kinetic theory. Applications to gases, solids, and chemical systems. Four hours of lecture per week. Prerequisite: Physics 210. (Offered in alternate years.)

240 Electronics

Methods of circuit analysis. Transistors, diodes, integrated circuits, and their application in electronic circuits. Amplifiers, oscillators, logic circuits, and computing circuits. Electronic instruments and measurements. Three hours of lecture and one laboratory per week. Prerequisite: Physics 111 or 121 or permission of the instructor. (Offered in alternate years.)

250 Analytical Mechanics

The study of classical mechanics using mathematics at an intermediate level. Mechanics of single particles, systems of particles, gravity and planetary motion, rigid bodies, vibrations, and non-inertial reference frames. Four hours of lecture per week. Prerequisite: Physics 120 and Mathematics 210.

260 Optics

Geometric and wave optics at an intermediate level. Topics include interference, diffraction, scattering, polarization, and absorption. Matrix methods. Applications of lasers. Three hours of lecture and one laboratory per week. Prerequisite: Physics 121. (Offered in alternate years.)

310 Electricity and Magnetism I

Electrostatics and magnetostatics. Specific problems involve the electric fields and potentials from constant arrangements of charge, the behavior of dielectric materials, the magnetic fields from steady currents, and the nature of magnetic materials. Four hours of lecture per week. Prerequisites: Physics 250 and Mathematics 210. (Offered in alternate years.)

311 Electricity and Magnetism II

Electrodynamics: the transport of energy and momentum by electromagnetic fields. The complete forms of Maxwell's equations are used to describe electromagnetic waves in vacuum and in linear or conducting materials, and to calculate the energy radiated from accelerating charges. An advanced treatment of special relativity may be a concluding topic. Three hours of lecture and one laboratory per week. Prerequisite: Physics 310. (Offered in alternate years.)

320 Mathematical Methods

Applied mathematics for scientists. Topics typically include series approximations to functions, matrices and eigenvectors, vector analysis, special functions, ordinary and partial differential equations, orthogonal polynomials, asymptotic techniques, boundary value problems, and numerical methods. Four hours of lecture per week. Prerequisites: Physics 121 and Mathematics 210. (Cross-listed as Mathematics 320.)

410 Advanced Analytical Mechanics

Emphasis on using generalized coordinates and the Principle of Least Action. Newtonian, Lagrangian, Hamiltonian, and Hamilton-Jacobi formulations of mechanics. Four hours of lecture per week. Prerequisites: Physics 250 and Mathematics 210.

420 Quantum Mechanics I

Formal development of the quantum theory. The theory is applied to simple systems for which exact solutions are known. These include single-electron atoms, harmonic oscillators, and systems with intrinsic spin. Four hours of lecture per week. Prerequisites: Physics 210 and 250 and Mathematics 210. (Offered in alternate years.)

421 Quantum Mechanics II

Applications of the quantum theory. Approximation methods, such as perturbation theory, variational techniques, and numerical methods allow the quantum theory to be used for complex systems. Examples are multi-electron atoms, atoms in external electromagnetic fields, molecules, and solids. Four hours of lecture per week. Prerequisite: Physics 420. (Offered in alternate years.)

480 Experimental Methods

Seminar on techniques that illustrate principles and methods of contemporary physics. Typical experiments are subatomic resonance (NMR and ESR), X-ray phenomena (Moseley's Law, etc.), optical pumping, determination of band gaps in semiconductors, shot noise, Johnson noise, spectroscopy of atoms and molecules, and laser spectroscopy. Students write formal reports and present seminar talks about experiments. Two seminars and one laboratory per week. Prerequisite: Physics 420. (Meets GEC Senior Studies Requirement. Offered in alternate years.)

POLITICS

Professor Paul B. Fischer
Local and Regional Studies. American Politics. Politics and Race.

Professor W. Rand Smith
Comparative Politics (Europe, Latin America). Political Economy.

Professor Ghada Hashem Talhami
Third World Politics. Women's Studies.

Associate Professor Siobhan Moroney (Chairperson)
Political Theory. American Politics.

Associate Professor Paul S. Orogun
Comparative Politics. Africa.

Assistant Professor James Marquardt
International Relations. American Politics.

Lecturer Debra Homer-Levis
American Politics and Law.

Lecturer Richard Phelan
Urban Politics.

Lecturer Jed Stone
The Legal System.

The study of politics seeks to understand the phenomenon of human governance and addresses power and authority, legislatures and courts, sovereignty and status, war and peace, and ideologies and the public welfare. It can be studied through the history of peasant rebellions and municipal elections and discussions of justice and equality. It intersects with culture, history, and economics. Research may be conducted by interview and on the Internet, with the techniques of statistics and simulation and with the aid of bibliographies and CD-ROM. One can experience politics by living abroad, participating in campaigns, or working as an intern.

The courses in the department are designed to permit both majors and non-majors to study these themes and methods of politics.

Note: Politics 110 and 120 are not sequential and may be taken in any order. Either course is the normal prerequisite for further courses in the relevant area of American politics or comparative politics, but this may be waived with the permission of the instructor of an advanced course.

POLITICS MAJOR

The major in the department consists of a minimum of eight courses:

Two introductory courses 110 and 120. Under unusual circumstances an upper-level course may be substituted for an introductory course.

Six advanced courses. The advanced courses must include at least three at the 300 level or higher, and one from each of the five subfields of politics in the following fashion:

American politics (220, 221, 222, 223, or 224).

Comparative politics (210, 212, 216, 217, or 219).

International relations (240 or 340).

Political theory (354, 355, 356, or 357).

Public law (360 or 365).

One senior studies requirement (470, 480, 490, or 491).

In order to graduate with a degree in politics, a student must attain a minimum 2.0 GPA in the major. The department encourages study beyond the required courses, especially at the 300 level and in courses arranged as individual tutorials, independent research, internships, and senior theses.

POLITICS MINOR

The department offers a minor with these requirements:

Six courses including 110, 120, and one course at the 300 level. Students must maintain a 2.0 GPA in the minor.

110 Introduction to Politics

Basic concepts in political science; selected political systems outside of the United States; some reading in political theory; and topics in international relations. Note: Politics 110 is not a prerequisite for Politics 120. (Meets GEC First-Year Writing Requirement.)

120 Introduction to American Politics

Origins of the American political system, basic institutions, political parties and interest groups, and evolution of constitutional interpretation.

210 Politics of Western Europe and the European Union

Analysis of the political institutions and public policies of selected Western European nations as well as of the European Union.

212 Politics of the Third World

This course will highlight special topics relating to Third World nations, e.g., delayed industrialization; the lingering impact of colonialism; power and authority in nonindustrial countries; and recent democratization trends. (Meets GEC Cultural Diversity Requirement.)

214 The Politics of South Africa

This course examines the historical, sociocultural, economic, and political evolution of the Republic of South Africa. Students will learn about the nature, dynamics, and transformation of South Africa from the precolonial period and the era of apartheid to the emergence of black majority rule in the modern multiracial, democratic South Africa. The course analyzes the nature of the economy, race and ethnic relations, liberation theology, the armed struggle, and the democratization process. In addition, the course reviews the role and interrelationships of South Africa to its neighboring African states and the foreign policy of South Africa toward the United States and other major powers in the international system. (Cross-listed as African American Studies 214. Meets GEC Cultural Diversity Requirement.)

215 Asian Politics

This course will discuss contemporary political systems in India, China, and Japan with due consideration of major historical influences such as imperialism and war. (Cross-listed as Asian Studies 215. Meets GEC Cultural Diversity Requirement.)

216 The Politics of the Middle East

Study will focus on issues of modernization; the nature of Middle East governments; the past and present impact of religion on the region's culture and socio-political system; the Arab-Israeli conflict and its implications for world peace; and the impact of oil on the economy and regime stability in the Persian Gulf region. (Meets GEC Cultural Diversity Requirement.)

217 African Politics

A survey of the geography, social and political history, and postindependent politics of Black Africa. (Cross-listed as African American Studies 217. Meets GEC Cultural Diversity Requirement.)

219 The Politics of Latin America

An introduction to politics and social change in Latin America. Study will focus on several Latin American countries and on special topics such as human rights, religion, the military, land reform, women, and population policy. (Cross-listed as Latin American Studies 219. Meets GEC Cultural Diversity Requirement.)

220 Political Parties

American parties, pressure groups, and electoral problems.

221 The Presidency

An analysis of the executive in national government. There will be special emphasis on recent elections.

222 Congress

The U.S. Congress is studied with respect to representational styles, institutional roles and organization, and electoral trends.

223 Urban and Suburban Politics

Problems of political and social organization in central cities and suburbs. Topics include local political parties, machines, mayors and city managers, and differences between big-city and suburban politics.

224 Mass Media and American Politics

An analysis of the influence of the mass media on American political institutions and American attitudes. Topics include First Amendment issues, political campaigns, political movements, public opinion, advertising, and entertainment.

240 American Foreign Policy

U.S. foreign policy at the end of and after the Cold War, with reference to fundamental principles, perennial forces, and the lessons of history.

242 Islamic Fundamentalism: Revival or Revolution?

This course examines the theoretical roots of Islamic fundamentalism, demonstrating differences between this and classic Islam. The fundamentalists' definition of Islamic government and their reformulation of the concepts of community, the Jihad, gender, Islamic economics,

and relations with the West will be surveyed. (Meets GEC Cultural Diversity Requirement.)

245 The Essentials of World Politics
The course surveys contending theoretical approaches to the study of world politics. It considers the role of the international system, nation-states, and individuals and other non-state actors and their impact on political outcomes in recent years. The course also explores contemporary issues in world politics related to war and peace, economic prosperity and deprivation, international governance, the global environment, and human rights.

260 Law and the Political System
Interrelations between law and the political system in the United States: the Constitution, legislation, administrative regulation, judicial decision; courts in politics; federalism; vigilante law. Prerequisite: Politics 120 or sophomore standing.

290, 291 Tutorial
To be arranged individually with an appropriate faculty member.

310 State and Nation-Building
This seminar focuses on the nature, dynamics, and strategies of state and nation-building processes within the modern international state system. Students will examine the mechanisms utilized to forge and facilitate national consciousness among the fragile, developing post-colonial states of Africa and other Third World countries. Dominant theoretical paradigms and empirical case studies that focus on the salient differences among nation-states, nations in search of states, and states in search of nations will be discussed. Other subjects include the role and relevance of nationalist ideology in our modern world and the causes, mechanisms, and consequences of ethnic conflicts and separatist movements in both developing countries and advanced industrialized states.

318 Topics in Comparative Politics
Topics such as "Women in the Third World," "The Politics of Jerusalem," and "Crime and Punishment." (Meets GEC Cultural Diversity Requirement.)

318-01 Topics in Comparative Politics: East Asian Political Economy in Comparative Perspective (Spring 2004)
Examines the "East Asian model" of economic development emphasizing export-led growth based on relatively low wages, high savings, and extensive state intervention in targeted sectors such as steel, automobiles, and electronics. Consideration of the political institutions and policy choices in such nations as China, Japan, South Korea, and Taiwan. Comparison of these cases with the development strategies of selected Latin American and Western European nations. (Meets GEC Cultural Diversity Requirement.)

321 U.S. Energy and Environmental Policy
Examination of policy processes surrounding energy and environmental regulation. Topics include production and use of energy resources (oil, gas, coal, nuclear, and renewable energy); foreign policy implications of energy supplies; environmental problems related to energy use and economic development (e.g., ozone layer depletion, carbon dioxide buildup); and American attitudes toward nature and the environment. (Cross-listed as Environmental Studies 321.)

328 Topics in American Politics
Seminar examining selected topics on political issues, institutions, or problems such as race and criminal justice. (Meets GEC Cultural Diversity Requirement, depending on topic.)

339 Comparative Nationalism
An examination of the ethnoterritorial, linguistic, and religious bases for nationhood and statehood in multicultural states, with an emphasis on contemporary crises in Africa, Asia, Latin America, and Europe. (Meets GEC Cultural Diversity Requirement.)

340 World Politics
Continuity and change in international relations; consideration of the causes of war and the conditions of peace. Examination of balance-of-power systems and collective security. Consideration of theories of international political economy. (Meets GEC Cultural Diversity Requirement.)

345 Topics in International Relations: Arms Proliferation and Control
This course introduces students to the main arguments and concepts in international relations regarding the proliferation and control of weapons of mass destruction. It studies the theory of arms proliferation and control, focusing on why states want these weapons, why they have sought to regulate them, and how proliferation affects international security. It also surveys recent case studies of arms proliferation and control, including the U.S.–Russian nuclear deterrence regime and new challenges to it, nuclear proliferation in South Asia, Northeast Asia, and the Middle East, and recent developments in the area of biological and chemical weapons. (Meets GEC Cultural Diversity Requirement.)

348 International Organization & Law
This course covers the history of international law since the Peace of Westphalia emphasizing core legal concepts such as sovereignty and nonintervention and a study of the role of the United Nations in world politics with brief surveys of the European Union, OAS, and OAU. The course will combine lectures and class discussion as well as preparations for those students who will be participating in the College's Model United Nations Program. (Cross-listed as International Relations 348.)

354 Critics of Democracy
Modern political thought is based on ideas of equality, individuality and individual liberty, private property, and an overall idea of progress. These ideas developed especially in the thinking of Locke, Smith, and Mill. But as modernism grew, so did its critics. This course will establish some basic theories of modernism through readings in the liberal tradition and then study its opposition through the writings of Burke, Rousseau, Tocqueville, Marx, Nietzsche, Freud, Marcuse, and Arendt as well as contemporary anti- and postmodernists.

355 Family Structure and Political Theory
An examination of traditional political theory looking to questions of sexuality, child-rearing, marriage, and family construction and how these crucial issues affect political organization.(Meets GEC Cultural Diversity Requirement, depending on topic.)

356 Educating Kings and Citizens
Societies and their philosophers have been devoting attention to what and how and by whom children and young adults should be taught since Plato wrote the *Republic* over 2,000 years ago. Today's debates over feminism, traditionalism, ethnocentrism, religion, etc., in education merely echo what has come before. Past thinkers asked two essential questions: Which members of society should be educated and what do they need to know? Readings include those by Plato, Aristotle, Machiavelli, Locke, Rousseau, Dubois, Washington, Dewey, and others. Offered every other year.

357 Justice and the Law
Political societies must make all manner of judgments about what is just. We must distribute goods, determine crimes, give punishments, and create legislative districts, all with an eye to some idea of justice. Is justice fairness? Proportional? Equitable? Different political and legal theorists have approached these questions differently. Using both traditional political theory texts and contemporary legal theory, we will explore questions of justice and the law and whether justice can be found within the law or is external to it. Readings include those by Plato, Aquinas, Hobbes, Locke, Thoreau, Mill, King, Rawls, Gunier, and contemporary legal theorists. Offered every other year.

360 American Constitutional Law
A study through Supreme Court cases of major themes in American constitutional law from 1789 to the present.

365 Civil Liberties
Problems in civil liberties and civil rights, relating law to political culture. U.S. Supreme Court cases, materials from other countries, and selected theoretical works. Focus is on the Bill of Rights and the 14th Amendment.

390, 391 Independent Research
To be arranged individually with an appropriate faculty member.

395, 396 Internship in Politics
Relates theory to practice by placing students in governmental agencies, community interest groups, and other political environments. (Two course credits.)

470 Senior Research Project

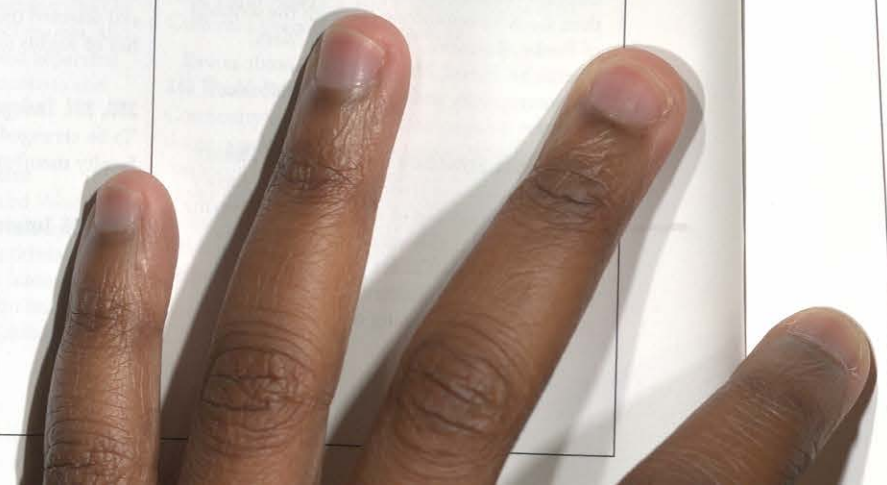
480 Senior Seminar

490, 491 Senior Thesis
To be arranged individually with a faculty supervisor.

Politics Courses Offered Less Frequently

241 America at War
America's involvement in Korean, Vietnam, and Persian Gulf wars. Topics include war as an instrument of foreign policy, military goals and strategy, the combat soldier's perspective, public opinion, protest movements, constitutional issues (especially presidential vs. congressional powers), and war's impact on society and politics.

322 Urban Public Policy: The Politics of Educational Reform
This course examines some of the most controversial educational reforms in public education of the postwar period. These include school desegregation and busing, school decentralization and community control, vouchers, small schools, and the charter school movement. Emphasis will be on the political debates and conflicts that have accompanied these developments.



PSYCHOLOGY

Professor Robert B. Glassman
Brain Science (Neuroscience). Learning and Memory. Evolutionary Theory. General Psychology. Philosophy of Science. Science, Secularism, and Religion.

Professor David L. Krantz
History and Systems of Psychology. Theories of Sanity and Insanity. Social Psychology of Science. Cross-Cultural Psychology.

Associate Professor Nancy Brekke (Chairperson)
Social Psychology. Psychology and Law. Research Methods and Statistics. Social Cognition. Prejudice.

Associate Professor Phylis M. Frankel
Counseling and Clinical Psychology. Psychopathology. Educational Psychology. Diagnostic Assessment. Child Development.

Associate Professor R. Sergio Guglielmi
Medical and Health Psychology. Clinical Psychology. Cognitive-Behavioral Therapy. Psychophysiology. Personality.

Associate Professor Naomi Wentworth
Developmental Psychology. Aging. Motivation. Brain Function in Attention. Mathematical Psychology.

Assistant Professor Matthew R. Kelley
Cognitive Psychology. Learning and Memory. Research Methods and Statistics.

Lecturer Kathryn Dohrmann
Developmental Psychology. Human Sexuality. Public Health. Psychology of Women. Environmental Psychology.

Psychology is both a natural science and a social science. Through empirical investigation, psychologists seek to understand the building blocks of behavior, such as neural networks and sensory systems, as well as more integrated dimensions, such as personality, life span development, psychopathology, and social interaction.

The Department of Psychology offers courses, laboratory experiences, internships, and research opportunities in a variety of subdisciplines within psychology. The department also supports a chapter of Psi Chi, the national honor society in psychology. The curriculum promotes broad understanding with depth. We begin with the fundamentals; in their first course, students learn how to approach psychological issues from a scientific perspective and start to master the major theories, principles, methods, and findings of psychology. As students progress through the major, they delve into specific psychological topics more deeply and learn how to apply what they have learned. Psychology majors at all levels are taught to read and critically evaluate psychological literature, carry out research, and write scientifically.

The curriculum provides majors with the background they need to pursue graduate study in psychology and related disciplines (e.g., social work). The major also helps students prepare for jobs in other fields. Psychological knowledge contributes to successful careers in business and corporate work, government and community service, communications, education, and many health professions, including medicine. Moreover, the analytical, quantitative, and communication skills gained in psychology courses will serve students well wherever life takes them after college.

PSYCHOLOGY MAJOR

The psychology major requires completion of nine courses (specified below) and a comprehensive major exam. No less than a C- will be accepted for the major in any of these courses. In addition, to graduate with a major in psychology, students are required to have a minimum C average (2.0) in all courses selected to fulfill the major requirements outlined below.

Psychology 110. A basic course that introduces the student to the major subdisciplines of psychology.

Psychology 221 & 222 (Research Methods and Statistics I and II). A basic course sequence covering the major research methods and statistics used in psychological research.

Two of the following four courses: Psychology 255, 350, 375, 330. These courses provide a foundation for understanding the social nature of human beings.

Two of the following four courses: Psychology 310, 320, 360, 370. These courses cover fundamental behavioral processes in perception, learning, cognition, and brain function.

One 400-level course. Each student must complete at least one senior-level integrative course (senior seminar) or senior thesis.

One elective. Any course offered by the psychology department will satisfy this elective requirement.

Senior Majors' Exam

In the senior year, each major is required to take a comprehensive major exam. Its purpose is to provide an additional source of feedback to the Department of Psychology and to the individual student about the educational experience in psychology. Graduation with a major in psychology requires taking the exam at the scheduled time. Individual and group scores are reviewed annually by psychology department faculty for use in program evaluation. Each graduating senior receives an individual score report for self-evaluation.

PSYCHOLOGY MINOR

The psychology minor requires completion of six courses (specified below). No less than a C- will be accepted for the minor in any of these courses. In addition, to graduate with a minor in psychology, students are required to have a minimum C average (2.0) in all courses selected to fulfill the minor requirements outlined below.

Psychology 110. A basic course that introduces the student to the major subdisciplines of psychology.

Psychology 221 & 222 (Research Methods and Statistics I and II). A basic course sequence covering the major research methods and statistics used in psychological research.

One of the following four courses: Psychology 255, 350, 375, and 330. These courses provide a foundation for understanding the social nature of human beings.

One of the following four courses: Psychology 310, 320, 360, and 370. These courses cover fundamental behavioral processes in perception, learning, cognition, and brain function.

One elective. Any course offered by the psychology department will satisfy this elective requirement.

Curriculum Planning

In addition to these requirements, the department asks students to consider the following issues:

Science and Mathematics. Success in psychology is enhanced by substantial exposure to scientific and quantitative material. Therefore, psychology majors (especially those considering graduate work) are encouraged to take courses in other sciences and in mathematics.

Research. Psychology majors—especially those considering graduate study in psychology—are strongly encouraged to seek out additional research experiences. On-campus research opportunities include assisting a faculty member with his or her research, developing a research project in collaboration with a faculty member, and designing an independent project and conducting it under faculty supervision. Course credit may be granted for student-designed or collaborative research under the heading of a research project or senior thesis. Such projects sometimes result in student-faculty coauthored publications. Off-campus research opportunities are made available to students through an applied research course, Psychological Research in Community Settings (Psychology 321), and through research internships.

Internships. An additional set of valuable opportunities consists of off-campus internships in social service agencies, hospitals, and other applied educational, organizational, or legal settings. These experiences allow counseling, teaching, and other skills to be cultivated in preparation for later professional training and/or employment. Students' practical experiences are put into perspective in weekly seminar discussions on campus with a faculty member and other students who are completing internships that semester. All such internships in psychology are done within the framework of the practicum course, Psychology 380.

Career Preparation. Some psychology courses are especially helpful for those considering specific types of careers. Psychology 325 and Psychology 345 will help students prepare for careers in business or other organizations. Psychology 210, Psychology 318, and Psychology 320 are of special interest to those pursuing careers in education. Psychology 430 is of particular value to pre-law students, while pre-med students will benefit from taking Psychology 310, Psychology 370, and Psychology 450.

110 Introduction to Psychology

This course provides a broad, general introduction to the field of psychology, the scientific study of behavior. Topics surveyed include scientific methodology, biological bases of behavior, sensation and perception, states of consciousness, learning, thinking, memory, motivation and emotion, development, personality, stress and health, psychological disorders and psychotherapy, social interaction, and diversity. Satisfactory completion of Psychology 110 is a prerequisite for most advanced courses in psychology, which generally cover in greater depth and breadth the topics you will encounter in this course. Three lectures and one laboratory per week. (Cross-listed as First-Year Studies 129. Meets GEC First-Year Writing Requirement.)

195 Cross-Cultural Psychology

The subtle transaction between culture and behavior will be explored cross-culturally through the following topics: psychotherapy, a person's sense of self-control versus situational control of one's own behavior, need for achievement, stages in moral development, and management styles in work environments. Comparisons will emphasize data from the United States and Japan. (Meets GEC Cultural Diversity Requirement.)

205 Stereotypes, Prejudice, and Discrimination

An examination of psychological approaches to the problems of prejudice and discrimination. Topics covered include the prevalence of prejudice in American society, theoretical perspectives on the causes of prejudice, the psychological processes underlying different forms of prejudice (e.g., racism, sexism, ageism, homophobia, and ethnocentrism), and methods of combating prejudice and encouraging acceptance of diversity. Such topics will be explored through examination of classic and contemporary research. (Meets GEC Cultural Diversity Requirement.)

210 Developmental Psychology: Childhood and Adolescence

An examination of the principles of development with an emphasis on interpretation of empirical studies and theories. A goal is to gain knowledge of scientific methods used in the study of emotional, cognitive, social, and physical development. Prerequisite: Psychology 110.

211 Adulthood and Aging

Examination of developmental processes associated with adulthood, maturity, and aging. Examination of evidence for continued development throughout the life span. Evidence from a variety of sources, including scientific research and cultural lore, is used in examining the person in terms of physical, psychological, social, and cultural influences on development. Prerequisite: Psychology 110.

215 Environmental Psychology

Environmental psychology is the discipline concerned with interactions and relationships between people and their environments (including built, natural, and social environments). In this course we will apply psychological methods and theories to a variety of issues and behaviors, considering such topics as landscape preference, wayfinding, weather, noise, natural disasters, territoriality, crowding, and the design of residential and work environments. We will explore images of concepts such as nature, wilderness, home, and place and the impact of these images on behavior. The course will be grounded in empirical work, and will also incorporate observations and experiences of the local environment.

216 Sanity, "Madness," and Society

Mental illness is not only a disorder of the mind but a social issue as well. Societal stresses contribute to the onset of many of these illnesses and reduce the likelihood of overcoming the problem. How stigma, public policy, and social stressors relate to the development and continuance of mental illness will be explored through lectures, readings, and field experiences in a variety of mental health settings (through a once-a-week four-hour interval or "lab"). No prerequisite.

221 & 222 Research Methods and Statistics I and II

An introduction to the basic research methods and statistical techniques used in psychology. In the first semester, the primary focus will be on descriptive and relational methods (e.g., naturalistic observation, surveys, correlational designs) and descriptive statistics. In the second semester the primary focus will be on controlled experiments and inferential statistics. The course sequence includes a required laboratory component in which students will gain hands-on experience using statistical software to analyze psychological data. Prerequisite for

221: Psychology 110 with a grade of at least C-. Prerequisite for 222: Psychology 221 with a grade of at least C-. These two courses should be taken in sequence.

255 Social Psychology

Survey of the major topics of inquiry in social psychology: attitudes, social cognition, attribution, social norms and roles, conformity, social influence, persuasion, group dynamics, aggression, altruism, interpersonal attraction, stereotyping and prejudice, and conflict and peacemaking. Emphasis on applying social psychological principles to real-world phenomena as well as understanding basic research. Prerequisite: Psychology 110.

310 Sensation and Perception

As you go through your day, you are constantly sensing and perceiving: You feel the warmth of the hot shower on your skin, you smell the aroma of the coffee in your cup, you taste the disagreeable tartness of your orange juice after brushing your teeth, you see the bright colors of the spring day on your way to class, you hear the words of your instructor and you organize them into coherent ideas. This course explores the anatomy and physiology of the sensory systems and the way in which the raw sensory signals become organized into meaningful perceptions. Prerequisite: Psychology 222 with a grade of at least C-.

318 Psychology Applied to Education

Principles of psychology as applied to the teaching-learning situation. Emphases include the socio-emotional contexts of education and the identification and characteristics of students with special needs, including those with learning disabilities. Open to underclassmen, but preference is given to juniors and seniors. Prerequisite: Psychology 210 with a grade of at least C- or permission of the instructor.

320 Learning and Memory

This course broadly surveys the fundamentals of learning and memory while emphasizing selected issues. Topics include Pavlovian and instrumental conditioning (including generalization, discrimination, and the nature of reward), the different kinds of human memory, and the fascinating puzzle of why the capacity of short-term memory is limited to only about seven items. We consider evolutionary theory and the origins of the diverse innate foundations of human learning and memory. As part of this, human behaviors are compared with behaviors of other animals in regard to complexity, adaptiveness, innate responsiveness to patterns, sensitive periods in development, "ritualized" expression of emotions, and other inborn aspects of behavior. Brief laboratories in animal and human behavior are included. Prerequisite: Psychology 222 with a grade of at least C-.

321 Psychological Research in Community Settings

Psychological research takes place in a wide variety of community settings including local schools, museums, and social service agencies. In this course, you will put your knowledge of research methods and statistics into practice by working on a research project in a community setting. Students can join one of several projects that are already underway, or they can initiate a new project in consultation with the instructor. Prerequisites: Psychology 222 with a grade of at least C- and permission of the instructor.

325 Persuasion and Truth in Sales and Communications

This course, designed largely for juniors and seniors who are looking forward to careers, emphasizes interrelations between academic and practical realms. What do basic principles of psychology suggest in regard to marketing, personal salesmanship, and stock market prices? In what ways is our knowledge of human psychology deepened by studying our consumer society? Readings include current journal articles, discussions, independent projects, papers, examinations, and a strong emphasis on informed oral participation by students. Alumni mentors in sales professions visit at regular intervals, giving descriptions of their industries and careers. Prerequisites: sophomore standing and Psychology 221 with a grade of at least C-, or comparable preparation, from courses in other departments, in understanding and summarizing scientific journal articles.

340 Psychology of Women and Men

In this course we explore the behaviors and experiences of women and men. We will consider how gender is represented in psychological theory and research as well as in popular psychology. We will analyze gender as a verb: how being female or male is translated into living as woman or man. Topics will include images of women and men across culture and time, health and sexuality, and work and family issues. Prerequisites: Psychology 110 and sophomore standing. (Meets GEC Cultural Diversity Requirement.)

345 Organizational and Industrial Psychology

The human side of management; why people work; increasing workers' motivation; enhancing the productivity of work groups; interpersonal relations in work settings; effective leadership in organizations. Prerequisite: Psychology 221 with a grade of at least C-.

350 Abnormal Psychology

This course is intended to acquaint students with the biological, emotional, behavioral, and cognitive foundations of psychopathology. Issues of classification, description, etiology, and treatment of abnormal behavior are examined from the point of view of contemporary empirically based perspectives. Specifically, these issues are considered in the context of a variety of psychopathological manifestations, including anxiety, eating, schizophrenic, mood, personality, addictive, and sexual disorders. Prerequisite: Psychology 221 with a grade of at least C-.

360 Cognitive Psychology

This course surveys the history, philosophy, and research surrounding selected issues in cognitive psychology, including perception, attention, memory, language, imagery, reasoning, problem-solving, and decision-making. Students will learn what is currently known about these topics, the problems facing researchers, and how researchers go about solving these problems. They also will be given the opportunity to experience cognitive psychology research first-hand, as they participate in classic experiments and learn to analyze, interpret, and write up their results. Prerequisite: Psychology 222 with a grade of at least C-.

370 Neuroscience and Behavior

How do the brain's neurons, synapses, and electrical and chemical activities participate in psychological processes? What are the neural foundations of human perception, motivation and emotion, learning, memory, movement, and consciousness? Discussion of the modes of action of antidepressants, other psychotherapeutic drugs, and drugs of abuse. In what ways are functions localized in the brain, and how is it possible for recovery from brain damage to take place? Laboratory sessions include experiments in brain foundations of sensation, movement, emotion, and learning in animals, demonstration of human brain waves, and comparison of brains with computers. Prerequisite: a college course in mathematics or natural science approved by the instructor (such as the core introductory courses in biology or chemistry) or Psychology 221 with a grade of at least C-.

375 Personality

This course offers a general introduction to the study of personality. It surveys the major theoretical perspectives and research issues in the field of personality psychology. In particular, the contributions made by psychodynamic, humanistic, trait, and cognitive-behavioral theories to the study of personality development, personality assessment, and personality change will be reviewed. Students will be encouraged to examine critically the diversity of those theoretical formulations, their basic assumptions, and the research evidence available to support them. The area of personality assessment will receive particular attention. Test construction and relevant psychometric issues will be examined during lectures, class discussions, and paper assignments. Prerequisite: Psychology 221 with a grade of at least C-.

380 Practicum: Internships in Psychology

Supervised practice in applying psychological principles in research or service settings outside the College: mental health facilities, schools for children with developmental delays, and other areas. Students should make every effort to initiate plans, in collaboration with the instructor, during the semester preceding the internship. All internships in psychology are done within this course. Open to junior and senior psychology majors with permission of the instructor. (Because the practicum experience varies, students may be permitted to repeat.)

410 History and Systems of Psychology

An examination of major theoretical trends throughout the history of psychology, with particular emphasis on such paradigmatic questions as reductionism, nativism vs. empiricism, and experience and behavior. The question of how to situate classic texts will be explored by reading a significant work in the history of psychology. Prerequisite: Psychology 222 with a grade of at least C- or senior standing in another major or permission of the instructor.

420 Learning and Evolution of Human Behavior

How did our human mental capacities, ability to learn, and emotions evolve? Are human behavioral patterns best thought of in terms of the known principles of learning (e.g., instrumental conditioning, imitation) through which experiences sculpt us during our individual lifetimes? Or is human behavior best thought of in terms of repeated patterns and themes sculpted into our genome over the millennia of natural selection of our species (e.g., fears and aversions, likes and loves, almost "magnetic" propensities to learn certain things in certain ways)? What new perspectives do we develop when we think of our behavior from an evolutionary viewpoint? In the famous "nature-nurture" issue, the word "adaptive" suggests issues of survival. But what is the focus of our efforts to "adapt"? The individual? One's family? The group (even as large a group as the nation, or all of humankind)? The so-called "selfish gene"? Do we have few or many innate emotional propensities? We will read and discuss materials in the emerging science of evolutionary psychology and in related areas of psychology and biology, including work on basic learning processes, memory in real-life settings, "intelligence," animal behavior in nature and in lab settings, and brain evolution. Prerequisite: Psychology 222 with a grade of at least C- or advanced standing in another major, with permission of the instructor. Preference in registration to graduating seniors majoring in psychology.

430 Psychology and Law

An examination of psycholegal research, theory, and practice. Sample topics include: psychological testing in education and employment; clinical assessments of insanity, competence, and dangerousness; eyewitness testimony; polygraphs and lie detection; psychological profiling; the psychology of false confessions; psychologists as trial consultants; jury decision making; capital punishment; and discrimination in the legal system. As we survey the field we will consider how psychology can help the law and how studying the law can help psychology. Prerequisite: Psychology 222 with a grade of at least C- or advanced standing in another major, with permission of the instructor. Preference in registration to graduating seniors majoring in psychology.

450 Health Psychology

This course explores a variety of research and clinical issues in health psychology. Representative topics include the role of behavior in health and disease, the neurobiology of emotion, the major stress-related and behavior-related disorders (e.g., coronary heart disease, cancer, headaches, AIDS), prevention strategies, and psychologically based treatment approaches. Our primary focus will be a methodological and conceptual analysis of the health psychology literature, which we will consider from a scientific perspective. An understanding of these issues, however, should help you become a more critical consumer of health information and health advice offered by the media, and may inspire you to make positive changes in your own health-related behavior and lifestyle. Prerequisite: Psychology 222 with a grade of at least C- or advanced standing in another major, with permission of the instructor. Preference in registration to graduating seniors majoring in psychology.

Psychology Courses Offered Less Frequently

330 Motivation and Emotion

The broad range of motivations and emotions is studied including the relative contributions of learning, genetics, and critical periods in development. How and why did motivations and emotions evolve, and what are their bases in brain systems, hormones, and other aspects of physiology? Which of our motivations involve accurate regulations to a "set point" (such as body temperature and weight) and which do not? How does the great subtlety of human emotional expression develop? Includes consideration of competency, security, creativity, frustration, aggression, love, sexuality, and values. Prerequisite: Psychology 221 with a grade of at least C-.

440 Clinical Psychology

This course is designed to help prepare students for graduate school in clinical psychology or for employment in clinical settings by providing instruction and practicum apprentice experience in the diagnosis and remediation of individual, child, marriage, family, and community problems. Prerequisites: Psychology 222 with a grade of at least C- and Psychology 330, 350, or 375. Preference in registration to graduating seniors majoring in psychology.

460 Psychology of Language

Psycholinguistics is a relatively new and exciting subdiscipline of cognitive psychology and cognitive science. Every major theoretical approach to human behavior has attempted to explain how humans learn and use language. Information-processing theories and computer models of the mind have had an impact on ancient questions concerning verbal behavior. Topics covered include philosophy of language, history of psycholinguistics, the influence of context, common ground and world knowledge in language understanding, lexical processing and lexical ambiguity, syntactic processing, inferences in discourse processing, speech acts, pragmatics, figurative language, conceptual metaphors, and poetic metaphors. Readings include original journal articles and manuscripts in preparation that illustrate the "cutting edge" controversies in contemporary psycholinguistics. Prerequisite: Psychology 222 with a grade of at least C- or permission of the instructor. Preference in registration to graduating seniors majoring in psychology.

480 General Senior Seminar

Contemporary issues in a broad range of topics will be examined via discussion between the psychology faculty and invited students. Among the areas discussed will be personality, learning, social psychology, and developmental psychology. Prerequisite: Senior standing; by invitation.

RELIGION

Associate Professor Ronald H. Miller (Chairperson)
Comparative Religion. Biblical Theology. Jewish-Christian Dialogue.

Lecturer Catherine Benton
History of Religions. Asian Religion. Cross-Cultural Studies.

Lecturer Herbert Bronstein
Comparative Religion. Judaic Studies.

The Department of Religion serves to introduce students to the great spiritual traditions of the world: Judaism, Christianity, Islam, Hinduism, Buddhism, and Daoism. There are also courses on the ancient religions of Greece and Rome and on the religions of indigenous peoples. Some of the courses also explore the connections between religion and other disciplines: art, anthropology, environmental studies, history, literature, music, and philosophy.

Through the academic study of the world's great spiritual traditions students discuss religious issues in an atmosphere of free and serious inquiry, with a concern for the application of scholarly methods. The very nature of religious inquiry is such that deep human issues are dealt with on a regular basis: the nature of ultimate reality, free will, the meaning of myths, the nature of mysticism, the function of prayer and religious ritual, and the exploration of diverse paths of spiritual growth.

RELIGION MINOR

(No major is currently available.)

Students interested in the subject of religion are encouraged to consider the minor in religion, which consists of six courses, two of which must be Religion 217 and 218, and one of which must be a 300-level course. In addition to the regularly offered courses listed below, tutorials are offered in biblical Hebrew, Greek, Latin, and other areas of student interest.

115 Religious Approaches to Existence

This course focuses on the nature of religion and religious experience, the ways of knowing that characterize religion, and how various traditions define a religious life. Readings include specific examples of historical traditions—Thomas Merton's *Seven Storey Mountain*, Black Elk's teachings in Raymond DeMallie's *The Sixth Grandfather*, Chan Khong's *Learning True Love*, and Malidoma Patrice Some's *Of Water and the Spirit*. (Meets GEC First-Year Writing and Cultural Diversity Requirements.)

200 Religious Values in Cultural Perspective

This course focuses on several fundamental religious questions such as the nature of evil, the meaning of suffering, concepts of the transcendent, and how various traditions define a religious life. Readings include religious autobiographical writings from Judaism, Hinduism, a Native American community, Buddhism, and a shamanic tradition. (Meets GEC Cultural Diversity Requirement.)

201 Introduction to the Bible

An overview of the Hebrew Bible and the Christian Testament, examined within the historical and cultural settings from which the biblical scriptures emerged. The major genres of biblical writing will be studied: poems, prophetic oracles, wisdom sayings, legends, historical narratives, apocalypses, gospels, and letters. Readings will include passages most important for later art, literature, and theology.

202 The Hebrew Bible

This course entails close examination of the three divisions of the Hebrew Bible: the Torah, the Prophets, and the Writings. Attention will be given to the historical significance of the texts, their cultural background, and their theological implications. This course is partially funded by a gift from the Jewish Chautauqua Society.

203 The Christian Testament

Students will explore the four genres of writing found in the 27 books of the Christian Testament: gospel, letter, apocalypse, and historical narrative. Attention will be given to the historical background of the period; the religious, political, and cultural currents of the first-century world; and both the theological and spiritual significance of the text.

206 Western Christianity

Discussion will center on primary theological sources representative of the early Latin fathers, the Middle Ages, and the Reformation as well as the modern and postmodern periods. Authors studied will range from Augustine to Thomas Merton.

207 Religion in Contemporary America

A study of current developments in American religion with focused discussion on the new religious right, the liberation left, alternative religions, trends within Judaism, Catholicism after Vatican II, and New Age spirituality. (Meets GEC Cultural Diversity Requirement.)

210 Topics in Comparative Religion

This course will explore a topic common to both Asian religions and the religions of the Middle East. Examples of such topics are mysticism, prayer, social ethic, the concept of the self, and teaching on death and the afterlife. This course is partially funded by a gift from the Herbert and Abra Portes Fund. (Meets GEC Cultural Diversity Requirement.)

215 Judaism: The Inner Design

The course will structurally investigate concepts, myths, and metaphors of ancient and modern Judaism, its coherent design, and by way of comparison with other religions such issues as "this worldly"/"other worldly," motive and deed, mythical self-transcendence, and the contributions of Judaisim to human spirituality. This course is partially funded by a gift from the Jewish Chatauqua Society.

216 Judaic Tradition: Master Texts

An overview of the Jewish tradition from the period of the Hebrew Bible to the present day, through examination of great Jewish religious texts with concern for the changing historical contexts from which they have emerged. This course is partially funded by a gift from the Jewish Chatauqua Society.

217 Religions of Asia

An introduction to the religious traditions of Hinduism, Buddhism, and Daoism. Focusing on their historical development as well as their belief structures, we will read ancient, classical, and modern texts, discussing the responses of the traditions to such issues as the nature of the universe and the place and purpose of human beings within the universe. (Cross-listed as Asian Studies 217. Meets GEC Cultural Diversity Requirement. This course is required for a religion minor.)

218 Religions of the Middle East

An introduction to Judaism, Orthodox Christianity, and Islam. Students examine the interconnected histories, scriptures, and beliefs of these influential religious traditions of the Middle East. Students read primary scriptural texts as well as later theological and mystical works. (Meets GEC First-Year Writing and Cultural Diversity Requirements. This course is required for a religion minor.)

222 Asian Thought: Hindu and Islamic Traditions

Exploring Hindu and Islamic worldviews, we read literature from Asia and the Middle East. Primary source texts cover a range of history from ancient to modern and address topics ranging from philosophical speculation about the fundamental nature of the universe in the Upanishads to the existential absurdities of the *1001 Arabian Nights*. Discussion and writing are emphasized. (Cross-listed as Asian Studies 222. Meets GEC Cultural Diversity Requirement.)

223 Asian Thought: China and Japan

(Cross-listed as Philosophy 275 and Asian Studies 275. Meets GEC Cultural Diversity Requirement.)

240 Religious Perspectives on Environmental Issues

The current environmental crises rest on a layer of philosophical and religious assumptions that are currently being challenged. Are human beings the center of the universe? Is humankind mandate to dominate nature? Does nature belong to human beings or do human beings belong to nature? This course will address the relationship of the divine and the human sphere of nature from various religious perspectives. Contemporary Judaic, Christian, and Islamic ecological visions and action programs will be considered. In addition, the course will include religious views and practices of certain native cultures of North and South America, the Australian aborigines, and African tribes as we as ecological perspectives derived from South and East Asian religious cultures. (Cross-listed Environmental Studies 240. Meets GEC Cultural Diversity Requirement.)

242 Religions of Indigenous Peoples
Our increased awareness of global community has given rise to a new interest in the religions of indigenous peoples. This course will explore the religious heritage of Native Americans, Africans, and Australian aborigines and other indigenous peoples. (Meets GEC Cultural Diversity Requirement.)

250 Introduction to Islam
This course examines the history of Islam, the teachings of different philosophical schools, and the literature of Islamic societies. The roots of the religious tradition as well as its development in different cultural contexts will be examined. Students will read texts drawn from Middle Eastern, Asian, European, and North American Muslim sources. (Cross-listed as Asian Studies 250. Meets GEC Cultural Diversity Requirement.)

275 Female Religious Images in the West
Individual religious traditions have incorporated female images and ideals in different ways as goddesses, priestesses, and saints. The objective of this course is to examine ways in which the divine has been expressed in specifically female forms, as well as to examine the characteristics of female religious experience. Specific figures include Inanna, the central goddess figure of ancient Sumer; Eve and Sarah from the Hebrew Bible; Mary and female monastics from the Christian tradition; and contemporary Jewish, Christian, and Muslim women actively participating in their traditions. (Meets GEC Cultural Diversity Requirement.)

276 Female Religious Images in Asia
Goddess figures in India, China, and Japan are studied in this class along with the roles of human women in particular Asian religious traditions. This class explores the experiences of Buddhist nuns, Hindu and Muslim female saints, traditional healers, and shamans. Readings are drawn from religious texts, myths, and short stories from specific Asian cultures. (Cross-listed as Asian Studies 276. Meets GEC Cultural Diversity Requirement.)

278 Introduction to Buddhism
An introduction to the origins of Buddhism in India as well as to the major cultural and historical influences on the spread of Buddhism throughout Asia, particularly in India, Sri Lanka, Myanmar, Thailand, Tibet, China, and Japan. The course will examine various forms of Buddhist practice including devotion, ethics, sangha membership, meditation, rituals, and festivals. (Cross-listed as Asian Studies 278. Meets GEC Cultural Diversity Requirement.)

279 Hinduism and Narrative
Stories are one of the oldest and most effective means of communicating religious values while being one of the least threatening ways of questions religious ideals. This course examines the teachings of worldview and ethic embedded in the story literature, as well as the ways that narrative functions as shaper of attitude and behavior within the Indian religious tradition. Texts range from philosophical speculation about the nature of the universe to the story of a king who loses his wife to a 10-headed demon. No previous knowledge of Hinduism is necessary. (Cross-listed as Asian Studies 279. Meets GEC Cultural Diversity Requirement.)

306 Roman and Medieval Christianity
(Cross-listed as History 304. Meets GEC Cultural Diversity Requirement.)

312 In Search of the Historical Jesus
Close examination of various portraits of Jesus: in the four gospels of the Christian Testament, in early noncanonical gospels, in recent appraisals of Jesus in scholarly works, in literature, and in film. Primary focus on the perennial attempt to reconstruct the historical Jesus. Prerequisite: Religion 201, 202, or 203 or consent of the instructor.

321 Jewish-Christian Conversations
Beginning with relevant passages in the Christian Testament literature, the class discussion will move to patristic literature and then to discussion in the medieval and modern periods of European history. Our primary focus will be on the forms of dialogue emerging in Europe and North America after World War I and continuing into our contemporary world. Prerequisite: any course in religion, junior standing, or consent of the instructor.

322 Religious Existentialism
An epoch of European philosophy and religious thought culminated in the great system developed by Hegel. In its wake came a literature of protest, beginning with the Danish philosopher and religious thinker Søren Kierkegaard and moving through a later generation of European intellectuals who came to maturity between the two world wars. Included are Jewish voices such as Martin Buber and Franz Rosenzweig as well as Christian writers such as Paul Tillich and Gabriel Marcel. Readings include texts by these religious existentialists. Prerequisite: any course in religion, junior standing, or consent of the instructor. (Cross-listed as Philosophy 322.)

SOCIOLOGY AND ANTHROPOLOGY

Professor Ahmad Sadri (Chairperson)
Social Theory. Political Sociology. Sociology of Religion. Sociology of Film. Sociology of Intellectuals.

Assistant Professor David Boden
Cultural Sociology. Law and Social Policy. Research Methods. Community and Identity.

Assistant Professor Heather Levi
Latin American Popular Culture. Andes Cultures and Histories. Ethnography.

Assistant Professor Marc Moskowitz
Cultural Anthropology. Chinese and Japanese Society . Sexuality, Religion and Political Economy

Although sociology and anthropology arose from two traditions, they are engaged in a common endeavor. Studies in the department are directed toward the discovery of general principles that help explain similarities and contrasts in human social behavior. To this end, work in the department centers on the comparative analysis of human societies. We emphasize study of both modern and premodern societies, including issues of contemporary social policy.

Introduction to Sociology and Anthropology (Sociology and Anthropology 110) serves as the prerequisite for most higher-level courses. Courses at the 100 level are designed for first- and second-year students. Juniors and seniors are admitted without prerequisite to most 200-level courses with consent of the instructor.

SOCIOLOGY AND ANTHROPOLOGY MAJOR

Majors complete a minimum of nine courses in the department. A grade of C- or better must be earned in all courses counted toward the major. The specific requirements are:

Sociology and Anthropology 110, 210, 361, 310, 320, and either 480 (Senior Seminar) or a thesis.

Majors planning graduate studies in sociology, anthropology, social service, or social policy are urged to take courses in foreign languages, mathematics, computer science, and statistics.

The department takes special interest in encouraging senior thesis work leading to the degree with honors in the major.

SOCIOLOGY AND ANTHROPOLOGY MINOR

Six courses required, to include the following: Sociology and Anthropology 110; either 361 or 210; and four additional electives, at least one of which must be at the 300 or 400 level.

110 Introduction to Sociology and Anthropology

An inquiry into the social (group rather than individual) bases of human practices and human life: an unfamiliar but revealing perspective on the familiar world. Limited to first- and second-year students.

112 Chicago and Sociology

Classic, early, and contemporary studies of Chicago supplemented by visits to the neighborhoods examined in these investigations.

116 Self and Social Interaction

This seminar focuses on social interaction by gauging the nature of action when in the presence of others. The students will gain a critical distance from their social surroundings by framing and studying what they often take for granted. Students will design and conduct their own experiments.

202 Greece in the Bronze Age

See Program in Greece and Turkey under Undergraduate Curriculum for course description. Offered only in Greece and Turkey. (Cross-listed as Greek Civilizations 202 and Art 202. Meets GEC Cultural Diversity Requirement.)

202-204 Greece and Turkey Civilization Program

202, 203, and 204 are part of the Lake Forest College Program in Greece and Turkey and are offered on site. Prerequisite for freshmen and sophomores: Sociology and Anthropology 110; open to juniors and seniors without prerequisite. (Cross-listed as Greek Civilizations 202, 203, and 204.)

203 Greece in the Classical-Roman Ages

See Program in Greece and Turkey under Undergraduate Curriculum for course description. Offered only in Greece and Turkey. (Cross-listed as Greek Civilizations 203 and Art 203. Meets GEC Cultural Diversity Requirement.)

204 Greece in the Byzantine-Medieval Ages

See Program in Greece and Turkey under Undergraduate Curriculum for course description. Offered only in Greece and Turkey. (Cross-listed as Greek Civilizations 204 and Art 204. Meets GEC Cultural Diversity Requirement.)

210 Principles of Social Organization

This course examines patterns that occur in human interaction—at both micro and macro scales. Focus is placed upon a process understanding of society. Topics include the generation of a shared reality, production of culture, types of relationships and their key features, predictable patterns of organization and their internal dynamics, as well as social universals such as conflict, change, and resource allocation. Prerequisite: Sociology and Anthropology 110. Enrollment priority given to departmental majors and minors. (Meets GEC Cultural Diversity Requirement.)

212 Introduction to Chinese Culture and Society

This course, designed for students with little knowledge of China, explores the recent past and evolving present of Chinese social roles, values, and quality of life. (Cross-listed as Asian Studies 212. Meets GEC Cultural Diversity Requirement.)

215 Introduction to Japanese Thought and Society

This course will serve as an introduction to Japanese thought and society. This will include an historical overview, modern-day culture, and an examination of Japan's interactions with neighboring countries, both in the past and today. The course will provide a wide range of topics including economy, family, religious practice, and cultural changes that have occurred in the process of modernization. (Cross-listed as Asian Studies 215. Meets GEC Cultural Diversity Requirement.)

231 Histories and Cultures of Latin America

This course introduces students to modern historical, ethnohistorical, and anthropological approaches to the indigenous populations of Latin America. The course will focus on the conflict and crisis that have characterized the relationship between the native inhabitants of the New World and the Old World immigrants and their descendants whose presence has forever changed the Americas. This conflict, and the cultures that emerged from it, will be traced both historically (starting with the "conquest") and regionally, focusing on four distinct areas: central Mexico; Guatemala and Chiapas; the Andes; and the Amazon. (Cross-listed as Latin American Studies 231. Meets GEC Cultural Diversity Requirement.)

240 Deviance

How society defines deviants—its outcasts and outsiders—and how the people so defined respond to this categorization; the nature of normal and abnormal, legal and illegal. Do these categories have absolute moral meaning, or do they always depend on the particular society and era in which they are defined? Topics to be addressed include stigma and stereotyping, cross-cultural variations in gender roles, the status of the inmate, deviance as blocked opportunity, and the political mobilization of outsiders. Prerequisite: Sociology and Anthropology 110. (Meets GEC Cultural Diversity Requirement.)

242 Maya Cultures and Histories

Survey of the Maya peoples and cultures of North and Central America. The main goal is to develop an extensive and critical understanding about contemporary Maya. Themes include their multiple and heterogeneous cultures, communities, and histories; political organizations and relations to other communities; economic structure and positions within encompassing economies of regional, national, and international scope; cultural survival; religious pluralisms and ritual. (Cross-listed as Latin American Studies 242. Meets GEC Cultural Diversity Requirement.)

243 Andes Cultures and Histories

This course is designed to introduce students to the Andes as a culture region, with particular attention to the histories and cultures of the indigenous peoples of the Andes. As such the course will focus on the cultures of the highland peoples of Peru. (Cross-listed as Latin American Studies 243. Meets GEC Cultural Diversity Requirement.)

253 Family and Kinship
This course focuses on family and kinship in cross-cultural perspective perspective. We will look at families in their social and cultural context and ask what relationships exist between family forms, practices, and values and the economic system, political organization, religions, and cultures of the larger community. We will also ask what the sources of love and support, as well as conflict and tension, are within families and among kin, and we will question why family forms and ideal family types change over time. (Meets GEC Cultural Diversity Requirement.)

271 Technology and Human Values
Conditions and processes of industrialization in the Western world; problems related to economic development in emerging nations; impact of industry on lifeways of modern humans. Prerequisite: Sociology and Anthropology 110. (Cross-listed as Environmental Studies 271. Meets GEC Cultural Diversity Requirement.)

272 Popular Culture in Latin America
This course is designed to familiarize students with the study of "popular culture" in Latin America. We will begin by examining the meaning of the term "popular culture"—what does it include? What does it exclude? We will then look at a number of studies by anthropologists of Latin American popular cultural forms, attending to the social uses of comic books, sports, television, music, dance, movies etc. in the project of defining, politicizing, or depoliticizing Latin American identities. (Cross-listed as Latin American Studies 272. Meets GEC Cultural Diversity Requirement.)

280 Gender, Culture, and Society
Theories concerning the acquisition of sex-typed behavior; social and biological influences on the roles of males and females in the twentieth-century United States as well as in other cultures. Feminist and anti-feminist perspectives. Images of future lifestyles and implications for social policy. Prerequisite: Sociology and Anthropology 110. (Meets GEC Cultural Diversity Requirement.)

281 Gender Issues in China and Taiwan
We will cover a wide range of gender issues in Chinese culture in both mainland China and Taiwan. The course will begin by addressing roles of women and men in traditional China, trace changes in women's and men's roles in the 1970s and 1980s, and conclude by looking at gender issues in the 1990s and beyond. The class will consist of lectures and discussions, supplemented with films. (Cross-listed as Asian Studies 281. Meets GEC Cultural Diversity Requirement.)

282 Visions of the Family: East and West
(Cross-listed as Asian Studies 282 and Philosophy 282. Meets GEC Cultural Diversity Requirement.)

285 Social Structure and Culture through Film
This course combines a historical survey of narrative films and an overview of international schools of filmmaking and couches them in a sociological framework. The questions of treatment of the other (races and nations), totalitarianism, revolution, militarism, deviance, various views of human nature, and utopias and distopias portrayed in science fiction movies will be addressed. Prerequisite: Sociology and Anthropology 110. Required: an additional weekly lab session for viewing movies. (Meets GEC Cultural Diversity Requirement.)

290 Social Problems and Social Policy
The course tracks the shifting sociological understanding of social problems in the United States and the implications for research and policy. Specifically, emphasis is placed on a balance between theoretical understandings and empirical investigation on topics ranging from family to the environment. Prerequisite: Sociology and Anthropology 110. Enrollment priority given to departmental majors and minors.

302 Sexuality and Society
This course is a cross-cultural examination of perceptions and practices of sex and sexuality. We will begin with a brief overview of some archeological findings and their implications, after which we will go on to address sexual practices in history and modern times both in the United States and other areas of the world. We will study economic, cultural, political, and religious influences on sexual thought and practice. (Meets GEC Cultural Diversity Requirement.)

310 Social Research: Quantitative Design
This course provides an introduction to the relationship between theoretical models and empirical investigations of social action. The quantitative methodologies used by sociologists are investigated and assessed. The focus of the course is selection of a problem for investigation, choice of appropriate methodology, and generation of a final research proposal for later implementation. Recommended for Junior year. Prerequisite: Sociology and Anthropology 110. Co-requisite: Sociology and Anthropology 210 with a grade of C- or better.

320 Social Research: Techniques
Application of research skills in carrying out an actual research project. Data analysis techniques including multivariate analysis and social science computer skills using the SPSS program. Prerequisite: Sociology and Anthropology 310 with a grade of C or better.

361 Cultural Anthropology
An introduction to cultural and social anthropology that integrates theoretical rationales with ethnographic accounts of societies in various parts of the world. Explores major trends in the history of the discipline through selected topics including the concepts of society and culture, racial theories, ethnographic method, structural/functional analyses of socio-religious, socio-political, and socio-economic systems, and the role of anthropology in social activism. Prerequisite: Sociology and Anthropology 110 for freshmen and sophomores. (Meets GEC Cultural Diversity Requirement.)

373 Chinese and Japanese Religion in Practice
The religious orthodoxy of Chinese and Japanese religions is even more disparate from their practice than comparable religions in the West. This course will provide a sociological and anthropological view of the practice of Chinese and Japanese religions in mainland China, Taiwan, and Japan in the past and present. Analyses will include practices of the major Chinese religions (Buddhism, Confucianism, and Daoism), folk religious practices (ancestor worship, sorcery, and appeasing ghosts), and relatively new religious influences such as Islam and various branches of Christianity. (Meets GEC Cultural Diversity Requirement.)

375 History of Social Thought
This course will examine some of the classical sources of social thought both in the East and the West. Texts by Plato, Aristotle, St. Augustine, Aquinas, Alfarabi, Confucius, authors of the Vedas, Machiavelli, Hobbes, and Rousseau will be examined for the seeds of questions that were later to grow into the thicket of sociological problematics. Extensive weekly readings of original sources will be the basis of class discussions. Prerequisite: Sociology and Anthropology 110. (Meets GEC Cultural Diversity Requirement.)

380 Political Sociology
Analysis of political structure and processes in varying types of societies including traditional preindustrial, developing, and modern societies. Theories of Hegel, Lukacs, Spencer, Weber, and Arendt on the evolution of the state and critiques of authoritarian, totalitarian, and democratic political systems. Social bases of the distribution of power and political participation. Prerequisite: Sociology and Anthropology 110.

385 Intellectuals and Society
What is the role of intellectuals and the intelligentsia in the classical, medieval, and modern Occident? What characterizes people of knowledge in these and non-Western civilizations? A cross-cultural comparison of the development of intellectual elites in various arenas including Asia, the Islamic world, and Eastern and Western European and American cultures. Prerequisite: Sociology and Anthropology 110.

395 Law, Culture, and Society
This course will examine the social organization of legal institutions and the relationship between law and the structure of society. Specifically, the course considers the nature and origins of law from the viewpoint of classical social theorists and anthropological studies of customary law. The course also emphasizes various aspects of the American legal system: the social structure of the legal profession, courts and dispute resolution, law as an instrument of social control, and the relationship between law and social change. (Meets GEC Cultural Diversity Requirement.)

451 Internship

453 Tutorial

454 Research, Independent Study

480 Senior Seminar: Social Explanation and Theory
Exposition, comparison, and appraisal of major schools of thought in the history of social inquiry; contexts of explanation and problems of systematic theory construction in social sci

ence. Prerequisites: Sociology and Anthropology 110 and 210.

490 Senior Thesis

Sociology and Anthropology Courses Offered Less Frequently

170 Contemporary Social Issues
How do social conditions and trends come to be identified as "problems"? What are the implications of defining something (or some group) as a "problem"? This course examines recognized social issues including colonialism, social inequality, race, racism and poverty, alienation, and technological advances that are altering the occupational structure of our society.

217 Sociology of Work
The meaning of work, with emphasis on sociological concepts such as stratification, power, quality of life, and organization in the social world. Focus will be both on cross-cultural comparisons of the social definition of work and on the organization of work in the United States including types of occupations, power distribution within occupations, and changes in the workforce. Participant-observer studies will provide comparisons of the work worlds of pink-, blue-, and white-collar workers. Prerequisite: Sociology and Anthropology 110. (Meets GEC Cultural Diversity Requirement.)

220 Sociology of Sport
Sport will be analyzed as a distinctive social institution that serves to teach and reinforce social norms and values. Topics to be covered include gender roles/stereotypes and sports, the relationship of sports and class inequality and racism, sports and militarism, exploitation of athletes, and cross-cultural analysis of the role of sports in selected societies including Brazil, Japan, and Africa. Prerequisite: Sociology and Anthropology 110.

221 Peoples and Cultures of Modern Africa
Introduction to contemporary rural and urban society in sub-Saharan Africa, drawing on materials from all major regions of the subcontinent. Particular emphasis will be on problems of rural development, rural-urban migration, and structural changes of economic, political, and social formations in the various new nations. (Meets GEC Cultural Diversity Requirement.)

352 Race, Love, and Conquest
This course will explore the connections among race, gender, sex, and class through the idea of love. We will examine how love, between the cross-categories of race, class, sex, and age, is fraught with ambivalence and danger. Through postcolonial and feminist theories, we will learn about power relationships that support and solidify power hierarchies and represent the naturalness of certain Euro-, male-, and bourgeois-centric desires and domination. We are concerned with both love stories and stories of tabooed love that result in failures, affairs, and insinuated love. We will discuss how ideologies of love are used to effect certain kinds of relationships within colonial and postcolonial power dynamics. Prerequisite: Sociology and Anthropology 110. (Meets GEC Cultural Diversity Requirement.)

370 Social Inequality
A comparative study of various forms of social inequality. Analysis of inequality (e.g., sex, age, education, competence, wealth, power) in different forms of social organization from small, intimate groups to large-scale social systems. Theoretical approaches concerning the emergence and persistence of hierarchies. Prerequisite: Sociology and Anthropology 110.

THEATER

Director of Theater Dennis Mae
Design. Voice and Diction. Public Speaking and Rhetoric.

Assistant Professor Richard Pettengill
Theater History. Dramaturgy. Dramatic Literature.

Lecturer Claudia Allen
Playwrighting.

Lecturer Jennifer Lowe
Acting.

Lecturer Maggie Speer
Directing and Advanced Acting.

Scott Miller
Technical Director.

A wide variety of classic, contemporary, and original productions are presented in the Allan Carr Theater in Hixon Hall. This unique and intimate showcase for performing arts adapts to proscenium, arena, thrust, and experimental staging configurations. A center for campus theater activity, Hixon Hall provides a home for the Garrick Players productions, studio performances, classroom labs, professional shows, and workshops.

The season of productions—open to all students—is managed and staffed by the Garrick Players, an extracurricular student organization. Experience in all aspects of theater is offered: acting, directing, playwrighting, design, costuming, lighting, stagecraft, and publicity. Garrick Players adheres to a casting policy irrespective of race, ethnicity, or gender.

The theater program provides professionally taught workshops in addition to the courses in theater. Creative project credit is available for in-depth, specialized study in directing, playwrighting, design, stage management, advanced acting projects, etc. Credit is available through internships with local professional theaters.

In addition, there is a local chapter of Alpha Psi Omega, the national dramatics honorary fraternity. It serves to honor scholastically outstanding students who have shown superior accomplishment in dramatic arts at Lake Forest College.

THEATER MINOR

(No major is currently available.)
Six courses are required for a minor in theater. At least two courses from the following: 210, 220, 250, or 270.

Four courses from the following, at least one of which must be at the 300 level: 221, 222, 223, 224, 230, 231, 232, 233, 235, 236, 240, 245, 255, 258, 260, 270, 308, 330, 337, 338, 340, 370 or 380.

Internship in theater, to be arranged with the department internship coordinator.

Creative project in theater: (including up to two credits accepted toward a minor in theater via production participation). To be arranged with a faculty member.

120 Being on Stage
An introduction to stage performance and the world of theater. This course explores many aspects of performing including stand-up comedy, poetry reading, improvisation, dance, and music. Particular emphasis is on key components of: physical presence, vocal range, and emotional truth. In addition, students will attend performances in Chicago and on campus in order to learn how to talk and write about acting, directing, designing, and producing theater. Numerous explorations and on-stage exercises lead to final projects.

210 From Page to Stage: Communicating through Design
This course is an introduction to the processes and principles of design. It covers the development of a design concept through script readin and analysis; the discussion and analysis of professional set, costume, lighting, and sound designs; training in basic drafting skills; and le ture information on theater technology and te minology. Several design projects are coupled with text readings and hands-on shop work wi both power and hand tools, lighting instruments, and sound and lighting control systems

220: Acting I: Creating a Character
For beginners and experienced actors alike. This course explores the basic methods of cre

ing and developing realistic characters through truthful explorations of the "self" and the "text." A variety of acting methods are studied and practiced through interpretive and physical exercises, monologues, and scenes. The course work culminates in final scene projects.

Attendance at a number of local and regional performances is required. Writing assignments include analytic response papers on productions attended, in-class exercises, projects, and daily journal entries. This course is a recommended first course in theater studies whether or not you've studied acting previously and is applicable for students of theater, education, and communication.

221 Acting II: Twentieth-Century Realism
An exploration of acting techniques required in modern and contemporary works from the early twentieth-century to the present by authors such as Shaw, O'Neill, Williams, Inge, Miller, Pinter, Albee, Shepard, Churchill, Norman, Wilson, and others.

Scene projects include written script and character analysis, daily journals, and in-depth critiques of self and peer performances.
Prerequisites: Theater 220 and 232 or permission of the instructor through a placement test, an interview, and audition.

222 Acting III: Farce and Comedy Techniques
A practical study of comic techniques for modern, classic, and contemporary works. A variety of on-stage projects, film/video viewing, research projects, and field trips to local and regional performances combine to provide a detailed investigation of what makes us laugh and how it is best achieved. Written assignments include papers of analysis, journals, and critiques of in-class and outside performances.
Prerequisites: Theater 220, and 230; additionally, 231 and 232 are preferred but not required.

223 Acting IV: Classic Techniques
An actor's buffet of verse and period style roles requiring special techniques and stylistic awareness. Scene work is coupled with written analyses, research projects, journal assignments, and attendance at a variety of Chicago-area productions. Written analyses and critiques of field trips and in-class presentations fill out the curriculum. Prerequisites: Theater 220, and 260; additionally, 230, 231, and English 220 are preferred but not required.

224 Acting V: Experimental Techniques
An exploration of modern and contemporary performance styles required by works from the early twentieth-century to the present by authors such as Pirandello, Brecht, Rice, Beckett, Ionesco, Genet, Grotowski, Artaud, Mnouchkine, Spaulding Gray, and others. Theories of Realism, Expressionism, Absurdism, and others will be examined in a performance context that includes skills in mime, improvisation, puppetry, dance, and more.

Students will create their own "Performance Art" works as well as performing scripted works by others. Project work is coupled with written analyses, research projects, journal assignments, and attendance at a variety of Chicago-area productions and exhibitions. Written analyses and critiques of field trips and in-class presentations fill out the curriculum. This course is applicable for students of theater, art, literature, history, and communication. Prerequisites: Theater 220, 233; additionally, 250 and 270 are recommended but not required.

230 Theater History I: Greeks to Shakespeare
History of the theater, from its origins in religious ritual of ancient Greece to the productions of Shakespeare's London. Emphasis placed on the acting styles, production techniques, stage and auditorium architecture, and sociopolitical milieu that formed the foundation of the theater of each culture and period. (Cross-listed as English 230.)

231 Theater History II: Molière to Ibsen
History of the theater, from the comedies of Molière to the beginning of twentieth-century realism in the productions of Ibsen and Chekhov. Exploration of public versus private theater, conventions of acting and stagecraft practices, and cultural trends that influenced each period's theater. (Cross-listed as English 232.)

232 Theater History III: Shaw to Kushner
An exploration of modern and contemporary works from the early twentieth century to the present by authors such as Shaw, Pirandello, O'Neill, Brecht, Inge, Rice, Odets, Wilder, and Miller. Theories of Realism, Expressionism, and others will be examined in context with the social and cultural events that inspired them. (Cross-listed as English 237.)

233 Theater History IV: Circus to Performance Art
Contemporary performance art has its roots in the earliest performance practices—both narrative and non—from juggling and circus entertainments in ancient Rome through magic, opera, ballet, mime, and the experimental and environmental theater of the mid-twentieth century. Theories of futurism, Grotowski's "Poor Theater," Artaud's Theater of Cruelty, and Robert Wilson's Theater of Images, are examined with Lenny Bruce's stand-up comedy. Theater of Improvisation and the work of performance artists Carolee Schneemann, Karen Findley, Pina Bausch, Laurie Anderson, Eric Bogosian, and others. (Cross-listed as English 233.)

235 Theater History VI: Musical Theater
A study of representative musical comedies, operettas, and related works that will provide topics for papers by students. Emphasis will be placed on relationship to political, social, and cultural events. Videotapes of musicals are viewed and discussed. Among works to be discussed are *Show Boat*, *Oklahoma!*, *South Pacific*, *My Fair Lady*, *Hair*, *Jesus Christ Superstar*, *A Little Night Music*, *Sunday in the Park with George*, and others. (Cross-listed as English 236 and Music 235.)

236 Shakespeare
Selected plays to show Shakespeare's artistic development; intensive analysis of major plays. (Cross-listed as English 220.)

240 Theater in Chicago
Investigation and discussion of both classic and modern plays through attending performances at a wide variety of Chicagoland theaters ranging from small special-interest companies to the world-famous Goodman and Steppenwolf theaters. Reading and analysis of selected plays is coupled with group discussion of critics and the critiquing process and written critiques of productions attended. Cost of theater tickets is not included in tuition; it will be billed upon enrollment and is not refundable.

245 Dramatic Criticism
Reading and discussion of principles and examples of dramatic criticism, from longer essays in scholarly books, academic journals, and magazines to shorter journalistic play reviews. We will write our own dramatic criticism in response not only to plays on the page, but also to performances on campus and in Chicago theater. (Cross-listed as English 245.)

250 Directing
An introduction to directing for the stage. Students learn the fundamental principles of stage direction through a series of in-class exercises and then apply them to scenes taken from major dramas. Emphasis is on directing projects and production research. No prerequisites, but Theater 220 is preferred.

255 Dramaturgy
An introduction to the role of the dramaturg within the theatrical production process. Includes readings by and about dramaturgs and hands-on experience in the following areas of dramaturgical pursuit: evaluating new scripts, creating a production-specific "protocol" (research compendium); analyzing and preparing a script for rehearsal; serving as an "in-house critic," collaborating with directors, designers, and actors; creating and running educational programs for school and adult audiences; rehearsal functions and decorum; documentation techniques.

258 Dramatic Theory
Discussion and application of major theories of drama, including Aristotle, Dryden, Stanislavski, Brecht, Artaud, and others. We will apply each theory to appropriate plays from each theorist's time period, plus we will apply all the theories to a selected work in order to come up with a range of theoretically informed producible production concepts for the play.

260 Voice and Diction
Theory and practice of oral communication; voice production and breathing techniques; articulation drills; development of effective delivery and presentation techniques; relaxation and confidence-building exercises; and public speaking practice; communication skills for business, the creative arts, and professions.

270 Playwrighting
This is a writing-intensive, beginning course in the craft of dramatic writing. Problems of writing for the stage will be studied through reading and analysis of published play scripts, theater attendance, and in-class and out-of-class writing projects. Group discussions and individual conferences are also required. (Cross-listed as English 242.)

308 Jonson and the Jacobean Playwrights
Although the early 17th century in London usually brings Shakespeare to mind, there were many talented and stage-worthy playwrights writing during the period. In this course we will read (and perform parts of) plays by some of the best of them, including witty, satiric comedies by Ben Jonson and tragedies by Marston, Middleton and Rowley, Tourneur, Webster, and Ford. Prerequisite: Theater 220 and at least one course in theater history. (Cross-listed as English 308.)

330 Global Theater
Focusing on the variety of cultural groups in the greater Chicago metropolitan community, this course explores how theater defines and enhances values of the communities examined. Lectures and discussions introduce the history and traditions of theater in selected cultural communities. Evening field trips to attend rehearsals and performances in each community include social/dining experiences; visits to museums, galleries, and houses of worship; meetings, parades, etc. Readings include dramatic and non-dramatic literature and theoretical works in theater, sociology, communication, religion, and other disciplines. Evaluation is based on research projects for each culture group and a final project focusing on the comparative analysis of the works and cultures studied. Prerequisite: At least one course in theater history. (Meets GEC Cultural Diversity Requirement.)

337 Women in Theater
This course will examine the involvement of women in the history of theater. Topics covered may include: the medieval plays of Roswitha, strong female characters (acted by men) in Shakespeare, the arrival of actresses on the Restoration stage, the eighteenth-century playwright Aphra Behn, the rise of "star" actresses in the nineteenth century, and such twentieth-century figures as Marsha Norman, Maria Irene Fornes, Beth Henley, Wendy Wasserstein, Caryl Churchill, Timberlake Wertenbaker, Helene Cixous, and Ntozake Shange. Prerequisite: At least one course in theater history. (Cross-listed as English 365.)

338 Activism in Theater: Gay, Lesbian, Transgender Voices
This class will study the recent flourishing of gay, lesbian, and transgender voices in theater. We'll look at various styles of activism and performance, from farce to realism, to camp/drag, to "queer" theater. Figures to be discussed include Charles Ludlam, Harvey Fierstein, Larry Kramer, William Hoffmann, Paula Vogel, Paul Rudnick, Tony Kushner, Jane Chambers, and Holly Hughes. Prerequisite: At least one course in theater history. (Cross-listed as English 385.)

340 Theater Criticism
An intensive course on reading and writing brief, journalistic play critiques designed to help theatergoers make informed consumer decisions. Attention to journalistic basics and issues of individual sensibility and taste. Class writings will be considered for campus publications. Prerequisites: At least one of the following: Theater 240, 245 or 258. (Cross-listed as English 340.)

362 On-Site Study at Victory Gardens Theater
In coordination with a Lake Forest College faculty member and the associate artistic director at Victory Gardens Theater, two students per semester will develop plans of individual study at Victory Gardens Theater. For the primary emphasis of the course, the students will be expected to work at Victory Gardens between 10 and 20 hours per week. The Lake Forest College faculty member will oversee all academic facets of the course and will meet regularly with the students at the Lake Forest College campus. Students enrolled in this course will take it as a Credit-D-Fail option.

For application information, interested students should consult with the English Department faculty member designated as the English 362 liaison. Students who plan to minor in theater must also consult with a designated representative from that program. (Cross-listed as English 362.)

370 Advanced Playwrighting
This is a team-taught course that focuses on the collaboration between director, designers, and playwright in the creation and production of new works for the stage. Projects in writing, script analysis, casting, and presentation of original student works and/or works by professional authors are coupled with the same process for works adapted for the stage by students. Work produced in the course may be submitted for production in the annual Playwrights-in-Progress festival produced by the Garrick Players or may be eligible for a showcase presentation at the Victory Gardens Theater in Chicago. Prerequisite: Theater 270. (Cross-listed as English 370.)

380 Violence in Theater: Shakespeare to Tarantino
Via reading selected works and viewing plays and films, this class will be an intense exploration of the conundrum of why, from the time of Shakespeare to the present day, violence in the arts continues to endure and, indeed, thrive. Prerequisite: Theater 220 and at least one course in theater history. (Cross-listed as English 380.)

INTERNSHIPS

Our Chicago connection allows us to offer unique, outstanding internship opportunities at a variety of world-famous theaters. Victory Gardens provides the cornerstone for our internship program, offering paid internships annually in areas of production management, dramaturgy, technical direction and design, artistic direction, advertising, and public relations. Additional opportunities are available at Steppenwolf Theater, Goodman Theater, and Second City. Smaller companies, yet no less well respected, specializing in specific genres also offer internships. These include Bailiwick Theatre, Black Ensemble Theater, About Face Theater, and Lookingglass Theatre.

Internships must be applied for in the semester prior to enrollment and application includes on-campus interviews with faculty and staff and off-campus interviews with members of the host theater company. Junior class standing and other prerequisites apply based on the nature of the internship and the requirements of the host organization.

WOMEN'S AND GENDER STUDIES

Professor Ann Roberts (Chairperson)

Professor Steven Rosswurm

Associate Professor Carol Gayle

Associate Professor Naomi Wentworth

WOMEN'S AND GENDER STUDIES MINOR

(No major is currently available.)
An interdisciplinary minor may be undertaken. Under the guidance of an advisor in this minor, students will develop a program comprising at least six courses.

Introduction to Women's and Gender Studies (252) is required of all minors; five additional courses will be chosen from a list of approved courses (updated annually) with the following conditions: 1) no more than two courses may come from the same department to insure that the interdisciplinary character of the minor is maintained; 2) at least one course is taken at 300-level or above. An internship or independent research project may count for one of the courses. (Pending CPC approval.)

Required Courses:
Women's and Gender Studies 252
(Introduction to Women's and Gender Studies)

200-level courses in the program:

English 218
(Blues Women in African American Literature)

English 225
(Women and Literature)

History 245
(Foods, Diets and Cultures)

History 271
(Women in Modern History: Europe and America)

Philosophy 200
(Philosophy and Gender)

Philosophy 282
(Visions of the Family East and West)

Psychology 210
(Developmental Psychology: Childhood and Adolescence)

Psychology 211
(Adulthood and Aging)

Religion 275
(Female Religious Images in the West)

Religion 276
(Female Religious Images in Asia)

Sociology and Anthropology 253
(Family and Kinship)

Sociology and Anthropology 280
(Gender, Culture and Society)

Sociology and Anthropology 281
(Gender Issues in China and Taiwan)

300-level courses (and above)
Art 325
(Women, Art, and Society)

Art 326
(Gender, Identity, and Modern Art)

Economics 420
(Labor in the American Economy)

English 307
(Women Writers: Austen, Wharton, Woolf)

English 351
(Junior Colloquium: Gender and Literature)

English 403
(Emily Dickinson)

French 401
(Special Studies: The Role of Women in African Literature of French Expression)

History 305
(European History: Men, Women and the Other in Medieval History)

History 307
(Women in Modern East Asia)

History 343
(Literature and Society in Russia)

History 347
(Topics in Gender and History: The Body and Western Civilization)

Philosophy 303
(Gender and Character)

Politics 318
(Topics in Comparative Politics: Women in the Third World)

Politics 355
(Family Structure and Political Theory)

Psychology 340
(Psychology of Women and Men)

Sociology and Anthropology 302
(Sexuality and Society)

Spanish 400
(Women's Voices in Latin America)

252 Introduction to Women's and Gender Studies
This course is an introduction to the field of women's and gender studies with an emphasis on literary texts studied in connection with ideas about gender in other disciplines, including science and social science. (Cross-listed as English 252. Meets GEC Cultural Diversity Requirement.)

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Absolutorium, University of Vienna; M.A., Ph.D., Northwestern University; *Director of the Writing Center and Lecturer, Emerita*

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B.A., Lake Forest College; M.A., Northwestern University; *Registrar of the College; Instructor in Mathematics*

Nancy Carol Brekke (1991)
B.A., Ph.D., University of Minnesota; *Associate Professor of Psychology; Chairperson of Psychology*

Herbert Bronstein (1987)
B.A., M.A., University of Cincinnati; B.H.L., M.H.L., D.D., Hebrew Union College; *Lecturer in Religion; Cosponsored by the Jewish Chautauqua Society*

Shiwei Chen (1998)
B.A., Yunnan University; M.A., Beijing University; Ph.D., Harvard University; *Montgomery Assistant Professor of History*

Jason A. Cody (1995–1996; 1997)
B.A., College of Wooster; Ph.D., Northwestern University; *Associate Professor of Chemistry; Chairperson of Chemistry*

Chris Conger (1995)
B.S., University of Wisconsin (Madison); *Physical Educator and Coach*

James R. Cubit (1996)
B.S., M.A., University of Iowa; *Director of the Library and Information Technology*

Diana K. Darnell (1998)
B.S., M.S., Colorado State University; Ph.D. University of California (San Francisco); *Assistant Professor of Biology*

Michael Dau (1966)
B.A., Lake Forest College; *Physical Educator and Coach*

Shubhik DebBurman (2001)
B.A., Wittenberg University; Ph.D., Northwestern University; *Assistant Professor of Biology*

Brigitte Debord (2000)
B.A., Université de Provence 1; M.A., University of Arkansas (Fayetteville); Ph.D., University of Arkansas; *Assistant Professor of French*

Lori Del Negro (2003)
B.S., Hartwick College; Ph.D., University of Colorado; *Assistant Professor of Chemistry*

Tom Denlinger (1999)
B.A., California State University (Hayward); M.F.A., The School of the Art Institute of Chicago; *Assistant Professor of Art*

Les R. Dlabay (1983)
B.S., University of Illinois (Chicago); M.B.A., DePaul University; Ed.D., Northern Illinois University; *Professor of Business*

Kathryn Dohrmann (1975–1983; 1985–1987; 1991)
B.S., M.S., Ph.D., Iowa State University; M.P.H., Columbia University; *Lecturer in Psychology*

Marvin Doubet (2001)
B.S., Illinois State University; M.S., University of South Carolina; *Lecturer in Mathematics*

Judy M. Dozier (1997)
B.A., University of Illinois (Chicago); M.A., Governors State University; Ph.D., Loyola University; *Associate Professor of English*

Richard F. Dye (1983)
A.B., Kenyon College; M.B.A., Ph.D., University of Michigan; *Ernest A. Johnson Professor of Economics*

Michael H. Ebner (1974)
B.A., University of Toledo; M.A., Ph.D., University of Virginia; *A. B. Dick Professor of History, Chairperson of History*

Chad Eisele (1997)
B.A., Knox College; M.S., Wayne State University; *Physical Educator and Coach*

Paul Erschen (2001)
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Elizabeth W. Fischer (1992)
B.A., Lake Forest College; Ph.D., Northwestern University; *Lecturer in Chemistry*

Paul B. Fischer (1971)
B.A., M.A., City College of New York; Ph.D., University of Massachusetts; *Professor of Politics*

C. Richard Fisher (1987)
B.A., M.A., Ph.D., University of Chicago; *Associate Professor of German*

Phylis M. Frankel (1968)
B.S., M.A., Ph.D., Northwestern University; *Associate Professor of Psychology; Director and Staff Member, Counseling Center*

Anthony L. Fritz (1978)
B.S., M.S., University of Wisconsin (Milwaukee); *Physical Educator and Coach*

Bernice Elizabeth Gallagher (1984–1986; 1990–1992; 1993)
B.A., Barat College; M/LS, Lake Forest College; Ph.D., Northwestern University; *Director of Writing Programs; Associate Professor of English*

Steven P. Galovich (1994)
B.A., B.S., University of California (Davis); Ph.D., Brown University; *Provost and Dean of the Faculty; Professor of Mathematics*

Jean-Luc Garneau (1964)
B.A., Université Laval (Quebec); M.A., University of Illinois (Chicago); Licence des Lettres Libre, Université Laval; *Professor of French*

Carol Gayle (1966)
B.A., Swarthmore College; M.A., Columbia University; *Associate Professor of History; Direc of Community Education; Special Assistant to th Dean of the Faculty; Associate Director of the M/LS Program*

David George (1985)
B.A., M.A., Ph.D., University of Minnesota; *Professor of Spanish*

Toni Gilpin (1993–94; 1995–96; 1999–2000; 2002)
B.A., Lake Forest College; M.A., Yale University; Ph.D., Yale University; *Lecturer History*

Robert Bruce Glassman (1969)
B.A., Columbia College; Ph.D., University o Pennsylvania; *Professor of Psychology*

Harlan Goldberg (2002)
B.S., M.S., University of Illinois; *Lecturer in Education*

Benjamin Goluboff (1986)
B.A., New York University; M.A., Ph.D., University of Pennsylvania; *Associate Professor English; Director of Learning and Teaching Cen*

Caleb Gordon (2001)
B.A., Williams College; Ph.D., University of Arizona; *Assistant Professor of Biology*

Clayton Gray, Jr. (1977)
B.A., Fisk University; M.A., University of Colorado (Boulder); Ph.D., University of California (Berkeley); *Associate Professor of German and Russian; Chairperson of Foreign Languages and Literatures*

Kent R. Grote (1998)
B.A., Doane College; M.A., University of Cincinnati; Ph.D., George Mason University *Assistant Professor of Economics*

Valerie Gude (2000)
B.A., Hamilton College; *Senior Associate Director of Admissions*

R. Sergio Guglielmi (1991)
Laurea, University of Rome; Ph.D., Universi of Minnesota; *Associate Professor of Psychology*

Cynthia T. Hahn (1990)
B.A., Rosary College; M.A., Purdue University; Ph.D., University of Illinois; *Associate Dean of the Faculty; Professor of French*

Kurt Ham (1991–1999; 2000)
B.A., Lake Forest College; M.A., New School for Social Research; *Lecturer in Sociology and Anthropology*

Carol Hammerman (2003)
B.F.A., Ohio State University; M.F.A., The School of the Art Institute of Chicago; *Lecturer in Art*

Jennifer Hercreg (2000)
B.A., Illinois State University; M.A., Northwestern University; *Lecturer in Education*

Marsha Anne Hestad (2001–2002; 2003)
B.S., University of Illinois; M.Ed., National College of Education; Ph.D., Loyola University; *Lecturer in Education*

Robert L. Holliday (1982)
B.S., University of Missouri (Rolla); M.S., Ph.D., Southern Illinois University; *Professor of Mathematics and Computer Science*

Linda Horowitz (2003)
B.A., Bates College; M.A., Ph.D., Northwestern University; *Assistant Professor of Communications*

Anne E. Houde (1992)
A.B., Princeton University; M.S., Ph.D., University of Maryland; *Associate Professor of Biology; Chairperson of Biology Department*

Joseph Hummel (2000)
B.Sc., Allegheny College; M.Sc., University of Michigan; Ph.D., University of California (Irvine); *Assistant Professor of Computer Science*

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B.A., Ritsumeikan University; *Lecturer in Japanese*

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B.A., Barat College; M.A., Rosary College Graduate School of Library and Information Science; *Associate Librarian; Head of Technical Services*

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B.A., Lake Forest College; Ph.D., Massachusetts Institute of Technology; *Professor of Physics; Chairperson of Physics*

Laura J. Kateley (1965)
B.S., University of Detroit; M.S., Michigan State University; *Associate Professor of Chemistry*

Mathew Kelley (2002)
B.S., University of Wisconsin (Parkside); M.S., Ph.D., Purdue University; *Assistant Professor of Psychology*

Karen E. Kirk (1996)
B.S., University of Delaware; Ph.D., Rutgers University; *Associate Professor of Biology*

Craig D. Knuckles (1995)
B.S., M.S., Tennessee Technological University; Ph.D., Louisiana State University; *Associate Professor of Mathematics*

Rita Koller (2002)
B.A., Lake Forest College; M.L. & I.S., Dominican University; *Associate Librarian*

David L. Krantz (1963)
B.A., Brooklyn College; M.S., Ph.D., Northwestern University; *Professor of Psychology*

Marita Labedz-Poll (1998)
B.A., Millikin University; M.S., Eastern Illinois University; *Senior Associate Dean of Students*

Mary S. Lawton (1994)
B.A., M.A., M.A., Northwestern University; Ph.D., University of Chicago; *Lecturer in Art*

Arthur Lazar (1980)
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Karen Lebergott (1996)
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D. L. LeMahieu (1974)
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Robert Lemke (2002)
B.A., Saint Olaf College; M.S., Ph.D., University of Wisconsin (Madison); *Assistant Professor of Economics*

Abba Lessing (1965)
B.A., Wesleyan University; M.A., Ph.D., Tulane University; *Professor of Philosophy*

Heather Levi (2001)
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Rami Y. Levin (1994)
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David E. Levinson (1992)
B.A., University of Arizona; M.M., Northwestern University; M.S., University of Illinois (Champaign); *Systems Librarian, Academic Technology Specialist*

Debra Levis (2000)
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B.A., Zhongshan University; M.A., Governors State University; *Lecturer in Chinese*

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B.A., Colby College; M.S., Ph.D., University of Minnesota; *Professor of Biology*

Louis G. Lombardi (1980)
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B.A., Lake Forest College; M.F.A., DePaul University; *Lecturer in Theater*

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Rudy Maglio (2002)
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B.A., Boston College; M.A., Ph.D., Harvard University; *Distinguished Service Professor of English; Chairperson of English*

Mary Mapes (2002)
B.A., M.A., Ph.D., Michigan State University *Lecturer in History*

James Marquardt (2002)
B.A., Villanova University; M.A., Ph.D., University of Chicago; *Assistant Professor of Politics*

William B. Martin (1961)
B.S., Franklin and Marshall College; Ph.D., Northwestern University; *Professor of Chemistr Faculty Marshal*

Tracy McCabe (1998)
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Janet McCracken (1993)
B.A., Vassar College; M.A., Ph.D., University of Texas (Austin); *Associate Professor of Philosophy; Chairperson of Philosophy*

Thomas O. Menchhofer (2002)
B.S., Bowling Green State University; M.Ed., University of Vermont; *Assistant Director of Admissions*

Donald C. Meyer (1995)
B.A. University of California (Santa Barbara); M.A., Ph.D., University of California (Davis); *Associate Professor of Music*

Arthur H. Miller, Jr. (1972)
B.A., Kalamazoo College; M.A., (English), M.A. (Librarianship), University of Chicago; Ph.D., Northwestern University; *Archivist and Librarian for Special Collections*

Rebecca Miller (2001)
B.A., Northwest Nazarene University; M.S., University of Illinois; *Associate Librarian*

Ronald H. Miller (1974)
B.A., M.A., Ph.L., S.T.L., St. Louis University Ph.D., Northwestern University; *William R. Bross Associate Professor of Religion, Chairperson Religion; Coordinator of Interfaith Ministry*

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B.A., M.A., Ph.D., University of California (San Diego); *Assistant Professor of Sociology and Anthropology*

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B.A., North Central College; M.B.A., Lake Forest Graduate School of Management; *Vice President for Admissions and Career Advancement*

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B.S., Iowa State University; M.S., Ph.D., University of Illinois (Champaign); *Betty Jane Shultz Hollender Professor of Economics; Chairperson of Economics and Business*

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B.A., Bates College; M.A., Ph.D. University of Chicago; *Assistant Professor of English and Theater*

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B.A., M.S., Ph.D, Northwestern University; *Professor of Mathematics*

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Ahmad Sadri (1988)
B.A., M.A., Teheran University; M.A., Ph.D., New School for Social Research; *Professor of Sociology and Anthropology*

Marcela Saldivia-Berglund (2002)
Licenciada en Letra y Filosofía, Universidad Rafael Landívar de Guatemala; M.A., Southwest Texas State University; *Instructor in Spanish*

Voula Saridakis (2002)
B.A., Cornell University; M.S., Ph.D., Virginia Polytechnic Institute and State University; *Lecturer in History*

Ted Schaefer (1990)
B.A., M.A., University of Missouri (Columbia); *Lecturer in English*

R. Scott Schappe (1996)
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Davis Schneiderman (2001)
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Shelley Sherman (1993)
B.A., American University; M.S., Northwestern University; Ph.D., University of Illinois (Chicago); *Assistant Professor of Education*

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B.S., Iowa State University; M.S., University of Wisconsin (Whitewater); *Director of Athletics; Physical Educator and Coach*

Brian K. Smith (1994)
B.A., Ball State University; M.A., Kent State University; *Senior Associate Director of Admissions*

W. Rand Smith (1977)
B.A., University of North Carolina (Chapel Hill); M.A., Ph.D., University of Michigan; *Irvin L. & Fern D. Young Professor of Politics*

Diane Snedden (1998)
B.Ph., Northwestern University; Certificate in Microcomputers, College of Lake County; *Academic Technology Specialist*

David Spadafora (1990)
B.A., Williams College; Ph.D., Yale University; Litt.D., Lake Forest College; *Professor of History*

Maggie Speer (1999)
Lecturer in Theater

George L. Speros (1963)
B.S., Edinboro State College; M.A., Middlebury College; Ph.D., University of Madrid; *Associate Provost and Associate Dean of the Faculty; Director of International Studies; Director of Summer School; Associate Professor of Spanish*

Corinne L. Stevens (1998)
B.A., Pace University; M.S., University of Texas (Austin); *Head of Public Services, Donnelley Library*

Jed Stone (1999)
B.A., Lake Forest College; J.D., IIT Chicago–Kent College of Law; *Lecturer in Politics*

Jeffrey O. Sundberg (1989)
B.A., Carleton College; M.A., Ph.D., Stanfo University; *Associate Professor of Economics*

Kristin Sundberg (2002)
B.A., Macalester College; *Director of Transfer and International Admissions*

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B.A., Western College for Women; M.S., University of Wisconsin (Milwaukee); Ph.D. University of Illinois (Chicago); *D.K. Pearson Professor of Politics*

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B.A., University of Chicago; M.A., M.Phil., Columbia University; *Assistant Professor of History*

Carolyn Tuttle (1984)
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Beth Tyler (2002)
B.A., University of Illinois (Chicago); M.A., University of Chicago; *Dean of Students*

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Catherine Weidner (1999)
B.A., College of William and Mary; M.A., Ph.D., Northwestern University; *Lecturer in History*

Naomi Wentworth (1983)
B.A., University of Massachusetts (Amherst); M.S., Assumption College; Ph.D., University of Connecticut; *Associate Professor of Psychology; Director of Institutional Research*

Lynn C. Westley (1992)
B.A., Grinnell College; M.S., Ph.D., Universit of Iowa; *Lecturer in Biology*

Mark B. White (1999)
B.A., M.A., Ph.D., University of California (Berkeley); *Associate Professor of African American Studies and Communications; Chairperson of Communications*

Todd White (1998)
B.A., Cornell College; *Senior Associate Director of Admissions*

Ingrid Wiemer (2000)
B.S., University of Hartford; M.A., Wayne State University; *Lecturer in Education*

Raymond Wiggers (2000)
B.S., Purdue University; *Lecturer in Environmental Studies*

Daniel Wirth (2001)
B.S., Central Michigan University; M.F.A., University of California (San Diego); *Lecturer in Communications*

Dawn C. Wiser (1998)
B.S., Muskingum College; Ph.D., Colorado State University; *Assistant Professor of Chemistry*

Xiaosi Yang (2002)
B.A., Shaanxi Teachers' University; M.A., South China Teachers' University; M.A., Ph.D., Johns Hopkins University; *Lecturer in Philosophy; Director of the Asia Center*

David S. Yuen (1995)
B.A., M.S., University of Chicago; Ph.D. Princeton University; *Associate Professor of Mathematics; Chairperson of Mathematics and Computer Science*

Rui Zhu (2002)
B.A., M.A., Peking University; Ph.D., Tulane University; *Assistant Professor of Philosophy*

Dates in parentheses indicate year of original appointment to the faculty and length of service.

PRESIDENTIAL STAFF

Stephen D. Schutt
President

Steven P. Galovich
Provost and Dean of the Faculty

Beth Tyler
Dean of Students

Leslie T. Chapman
Vice President for Business Affairs

James P. Thompson
Vice President for Alumni and Development

William G. Motzer, Jr.
Vice President for Admissions and Career Advancement

Jacqueline A. Slaats
Athletic Director, Women's Basketball Coach

George L. Speros
Associate Provost and Associate Dean of the Faculty, Director of Summer School, Director of International Studies

Ingrid H. Speros
Executive Assistant to the President

THE ALUMNI ASSOCIATION 2003-2004

Officers

Mark Shadle '84, *President*
Molly McClain Grudzinski '92, *1st Vice President*
William Lowry '84, *2nd Vice President*
Wayne Rohde '84, *Secretary*

Board Members

Susan Hentz Achenbach '67
Marsha Anderson '68
Tiffany Veeneman Barry '95
Gladys Bolling '48
David Castagnetti '84
Paul Creatura '87
Aldo Crovetti '51
Devin DeStefano '94
Peter DuBois '85
Jane Fouser '64
Elizabeth Starinchak Frank '88
Peter Grumhaus '86
Natalie Hartung '00
Bruce Kaplan '85
Anthony Leggett '73

Joan Hass Lyman '50
Amie Sunseri Marks '93
Kathryn Bonnie Mohr '68
Robert Orr '75
Kenneth Ottaviano '92
Tal Ross '75
Julia Schwartz '92
David Seglin '77
Kay Smith Severns '59
Ann Friskey Stewart '77
Jason Webb '92
Kamalisha White '02
Margaret Neely Wilhelm '58
Nancy Hurd Wolters '70
Claudia Wyatt-Johnson '69
Kimberly Leniek Zielinski '97

Student Representatives

Jenny Nemeth '04, President
Leigh Anne Furgerson '04, Vice President
Briane Peck '04, Secretary

Life Members

Adolph Baracani '49
Paula Ernst Dau '58
Harriette Morgan Jauch '40
Donald Levy '52
Arthur Lies '51
Mary Longbrake '35
Richard Parigini '49

PRESIDENTS OF LAKE FOREST COLLEGE

Robert W. Patterson, 1875–1877
Daniel S. Gregory, 1878–1886
William C. Roberts, 1886–1892
James G. K. McClure (acting), 1892–1893
John Merle Coulter, 1893–1896
John J. Halsey (acting), 1896–1897
James G. K. McClure, 1897–1901
Richard Davenport Harlan, 1901–1906
John J. Halsey (acting), 1906–1907
John Scholte Nollen, 1907–1917
Henry W. Wright (acting), 1917–1920
Herbert McComb Moore, 1920–1942
Ernest A. Johnson, 1942–1959
John Howard (acting), 1959–1960
William Graham Cole, 1960–1969
William L. Dunn (acting), 1969–1970
Eugene Hotchkiss, 1970–1993
David Spadafora, 1993–2001
Stephen D. Schutt 2001

ENDOWED SCHOLARSHIP FUNDS

Alexandra Galitzine Armour Scholarship
Established in 1992 by members of the Les Armour family in honor of Alexandra Galit Armour to assist undergraduate students wi an interest in studies of the Russian langua and the Russian Republic.

Theodore F. Ashford Scholarship
Established through a bequest of Irene Stubbins Ashford in memory of her husban Theodore F. Ashford '28 to provide tuition assistance for students with demonstrated financial need.

William C. Bartholomay Family Scholars
Established by William C. Bartholomay to vide assistance for students with demonstrat financial need.

William C. "Bill" Bartholomay Family "Leg-Up" Scholarship
Established by William C. Bartholomay to vide assistance primarily for nontraditional dents (individuals wanting to attend college after spending some time in the work force) with demonstrated need returning to obtain complete an undergraduate degree.

Max F. Beach '41 and Al Jeane Kern Beach '40 Scholarship
Established by Mr. and Mrs. Beach to provi scholarship assistance for students with dem strated financial need, with preference given students who maintain a grade-point averag 3.0 and above and who are from the state of Massachusetts, particularly from or near the town of Abington.

Francis Beidler II Scholarship
Established by Mrs. Francis Beidler II and t children and grandchildren of Mr. and Mrs. Francis Beidler II to honor the memory of Francis Beidler II, a devoted member of the College's Board of Trustees from 1933 to 19 The fund provides assistance for students wi demonstrated financial need.

Elizabeth L. Beidler Scholarship for Wom
Established by Mr. Francis Beidler II and th Francis Beidler Charitable Trust to assist a female student.

Francis Beidler Scholarship for Men
Established by Mr. Francis Beidler II and the Francis Beidler Charitable Trust to assist a male student.

Grace Updegraff Bergen Scholarship
Established by Dr. and Mrs. Edward A. Mohns in memory of her mother, Grace Updegraff Bergen, and augmented by the Mohns' daughter and son-in-law, Mr. and Mrs. Laurance R. Hoagland, Jr., to assist a student heading toward the Christian ministry or majoring in music.

Richard and Betty Laing Bergman Scholarship
Established by Richard Bergman and Betty Laing Bergman '47 to assist students majoring in the social sciences who display academic excellence.

The Bockhoff Scholarship
Established by Mr. and Mrs. L. Barrie Hunt, in honor of Erma Bockhoff Hunt '15, Camilla Bockhoff Dunn '09, and Mary Bockhoff McCrea '07, to assist a student in the humanities who shows special academic promise.

Joseph M. Brickman Scholarship
Established by Mrs. Frances Brickman in memory of her husband, Joseph Brickman, to assist an outstanding student.

Harold Frederick Bright and Elizabeth Korhumel Bright Scholarship
Originally established by Dr. Harold Bright '37 in memory of his wife, Elizabeth Korhumel Bright '37, to assist students majoring in history or politics.

Gardner Brown Scholarship
Established by Gardner Brown to assist two outstanding students from middle-income families.

Burlington Northern Santa Fe Scholarship
Established in 1992 by the Santa Fe Pacific Foundation and its chairman, Mr. Robert Krebs, to provide scholarship assistance to undergraduate students with demonstrated need, with preference given to dependents of Corporation employees and employees of its subsidiaries.

Edward Chappell Memorial Scholarship
Established by Mrs. Edward Chappell in memory of her husband, an alumnus of the class of 1909.

The Class of 1935 Scholarship Fund
Established by gifts from the members of the Class of 1935 in honor of the 50th and 55th anniversaries of their graduation from the College.

The Class of 1937 Scholarship Fund
Established by gifts from the members of the Class of 1937 in honor of the 50th anniversary of their graduation from the College.

The Class of 1946/Willet Foundation Scholarship
Established by the gift from the Howard Willett Foundation to provide assistance for students who have demonstrated financial need, possess a 3.0 high school grade point average, and attended Wilmot Union High School in Wilmot, WI. Recipients must sustain a 3.0 grade point average while enrolled at Lake Forest College to remain eligible.

Marilyn Ort Creadick Scholarship
Established by Robert Creadick in memory of his wife to assist an outstanding student, with preference given to a female from Indiana.

Leslie M. Dohr Scholarship
Established through a gift from Leslie M. Dohr '35 and his wife, Lydia Dohr, to provide scholarship assistance for students with demonstrated financial need, with preference given to students who participate in College athletics.

Lydia A. Dohr Academic Scholarship Fund
Established in 2002 by the Dohr Family Trust to assist students with demonstrated financial need.

Captain William A. Ellis Scholarship
Established in 2003 by a gift from Captain William A. Ellis estate to provide for deserving students of high academic standing.

Granger Farwell Scholarship
Established by the Granger Farwell Trust Fund to aid four financially deserving students.

William Harrison Fetridge Scholarship
Established by Mrs. William H. Fetridge in memory of her husband, a former trustee of Lake Forest College; and to honor her son, Clark Fetridge '69, to provide assistance for students majoring in history or business with demonstrated financial need.

Joseph B. Fleming Scholarship
Established by Joseph B. Fleming and the Robert R. McCormick Charitable Trust to assist an outstanding student.

Scott Fossel Scholarship
Established in 1992 to assist a sophomore or junior who has displayed leadership and commitment through excellence in academic and extracurricular activities as Mr. Fossel '75 demonstrated as a student.

Lila B. Frank Scholarship
Established by Mr. Curtiss E. Frank, in honor of his wife, to assist a male student who demonstrates potential leadership in public affairs.

Nellie V. Freeman Scholarship
Established by Mrs. Nellie V. Freeman to assist a student in need of financial aid with preference given to students of the Presbyterian faith.

Milwaukee Foundation's Sig and Mary Gissler Scholarship
Established by Sigvard Gissler '56 and Mary Gissler to assist students from the Milwaukee area and Wisconsin in need of financial aid.

Grew Scholars Program
One full-tuition scholarship may be awarded annually to a Japanese student nominated to Lake Forest College by the Grew Foundation of Japan.

Walter F. Hargraves '33 Scholarship
Established through a gift from the estate of Mr. Hargraves, Class of 1933, to provide financial support such as he received, which would allow a motivated young man the opportunity to be educated and enjoy a successful career and family life.

William Randolph Hearst Scholarship
Established by the Hearst Foundation to assist minority students.

HERBLOCK Young Cartoonist Scholarshi Award
Established in 2002 by a gift of Mrs. Dora Lovell to honor the memory of Herb Bloc '31. The fund provides assistance for a stud with demonstrated financial need who worl on a student newspaper and produces or is interested in producing political cartoons.

Carl W. Hellberg Scholarship
Established by Mr. Carl Hellberg '17 to ass an outstanding student who is a graduate o Elgin High School.

H. Murray Herlihy Scholarship
Established to assist a deserving student ma ing in economics.

Robert Hixon Memorial Scholarship
Established by Mrs. Robert Hixon, in mem of her husband, to assist a male student of h academic ability and good moral character, with preference given to science majors.

Betty Jane Hollender Scholarship
Established by Betty Jane Schultz Hollender to assist an outstanding student.

Jack Hyder Scholarship
Established by Mrs. Etta Bass Hyder in me ory of her son, who attended Lake Forest College. This scholarship is to be awarded student or students of the Alpha Chi Chapt of the Kappa Sigma Fraternity.

Ralph and Florence Jones Scholarship
Established by Mr. and Mrs. Ralph Jones to assist a student who demonstrates financial need, with preference given to a student wh participates in intercollegiate athletics.

Enid M. Karch Scholarship
Established by Robert and Lois Conway, in honor of Mrs. Conway's mother, to assist a outstanding student whose home is outside Illinois, Indiana, Michigan, Ohio, and Wisconsin.

Louis A. Keller Scholarship
Established in honor of Professor Keller by Mr. John Reuss '45 and other alumni of the College to assist a Lake Forest College stud First preference is given to a Waukesha County, Wisconsin, high school graduate.

Anthony R. and Evelyn F. Kelly Scholarship
Established by Anthony R. Kelly '29 and his wife, Evelyn F. Kelly, to assist deserving students with basic financial need other than tuition.

Kraft Scholarship for Minority Students
Established by the Kraft Foundation of Kraft General Foods to assist a minority student.

John H. and Margaret Veeck Krehbiel Presidential Scholarship
Established by John '59 and Posy '60 Krehbiel and Fred '63 and Kay Krehbiel to honor the memory of the senior Krehbiels by providing assistance to four outstanding students with demonstrated financial need who have GPAs of at least 3.75 and are in the top 10% of their high school class.

Nancy Chang Lee '77 International Student Scholarship
Established by Nancy Chang Lee '77 in 2001 to provide assistance for an international student on campus.

McGaw Scholars
Established by the Foster McGaw Educational Foundation to assist upper-level students with demonstrated leadership abilities and excellent academic achievements.

Mary and Foster McGaw Scholarship
Established by Mary and Foster McGaw to provide financial assistance for students selected at the discretion of the College based on financial need.

Robert M. '41 and Virginia O. McKenna Scholarship
Established by the McKennas to provide scholarship assistance, with preference given to student athletes.

W. R. Meadows Scholarship
Established by Mr. and Mrs. Harry G. Meadows '44 (Ruth C. Anderson '46) in honor of Mr. Meadows's father, William '18, to assist a Lake Forest College student.

Jean and Frank Mohr Scholarship
Established by Jean Whyte Mohr '52 and Frank T. Mohr, Jr. '52 to assist two outstanding students who are either social science or humanities majors and who demonstrate social consciousness.

Miriam Douglass Moore Scholarship
Established by a bequest from LaVina Moore '57, in memory of her mother, to assist worthy students studying writing and literature.

Raymond Moore Scholarship
Established by a bequest from Mr. Raymond Moore to assist students attending Lake Forest College, with preference given to graduates of Lake Forest High School.

Fred Nitz Scholarship Fund
Established by Anna Colette McIntyre, in honor of her foster father, to assist students who demonstrate need, with preference given to students from St. Peter's Lutheran Church in Joliet, Illinois, and students from Joliet, Illinois.

Northern Trust Bank/Lake Forest Scholarship
Established by Northern Trust Bank/Lake Forest to assist an outstanding male and an outstanding female Lake Forest College student.

Nancy Evans Olson Scholarship
Established by Chester and Rhoda Gray Evans in memory of their daughter Nancy Evans Olson, a 1961 graduate of Lake Forest College.

Herbert D. Peterson, Jr., Memorial Scholarship Fund
Established by Mr. and Mrs. Herbert Peterson in memory of their son, Herbert, Jr. '50, to assist a Lake Forest College student.

Quaker Oats Scholarship
Established by Robert S. Morrison, trustee, and the Quaker Oats Company, to provide assistance for students with demonstrated financial need with preference given to minority students interested in the sciences and food preparation, or communications majors interested in management.

Mr. and Mrs. Louis H. Rose Scholarship
Established by gifts from Chicago-area newspaper distributors to honor Mr. and Mrs. Rose on their 50th wedding anniversary. Preference given to a student who has demonstrated financial need and has worked in newspaper circulation activities.

Harry Porett Scholarship Fund
Established by family and friends of Harry Porett '27 to provide assistance for students with demonstrated financial need. Preference to be given to a student who has worked as a newspaper deliverer.

Gottlieb Schaffer Memorial Fund
Established by Mr. Otto G. Schaffer '13 to assist an outstanding Lake Forest College student.

G. Dale Smith and Ruth Peterson Smith Scholarship for Study Abroad
Established through a gift of G. Dale Smith '37 and Ruth Peterson Smith to provide assistance for students with demonstrated financial need who are participating in a College-approved off-campus international study program.

Wilma W. Spreyer Scholarship
Established by Mr. Frank Spreyer '35, in memory of Mrs. Wilma Westerman Spreyer '35, to assist a student who demonstrates financial need, with preference given to a minority woman.

Truman Scholarship
Established by Mr. Roswell Truman to assist students who demonstrate financial need, with preference to those residing in the United States east of the Ohio River.

Charles D. Turgrimson Scholarship
Established by Mr. Charles D. Turgrimson '31 to provide scholarship assistance for students with demonstrated financial need.

John P. Wade Scholarship
Established by a bequest from John P. Wade '37 to assist Lake Forest College students.

Robert E. Wallenborn '27 Scholarship
Established by a bequest from Robert E. Wallenborn '27 to assist a student with demonstrated financial need who is studying music.

William and Cecilia Wetzel Scholarship
Established during the 1983–84 academic year by the estate of Dr. Rita J. Wetzel '49, in honor of her parents, to assist a Lake Forest College student.

Jean and Richard Widmark '38, '36 Scholarship
Established by the Jean and Richard Widm Foundation to provide assistance to stude with demonstrated financial need with pre ence given to theater majors or Garrick P participants.

J. Howard and Barbara M. J. Wood Scholarship
Established in 1995 by Mrs. J. Howard W in memory of her husband, an alumnus of class of 1922 and trustee of the College, th scholarship gives preference to students wh major area of study is music with a particu interest in the study of piano.

J. Howard Wood '22 and Ruth Hendricks Wood '21 Scholarship
Established in 2001 by Barbara M. J. Woo memory of her late husband and his first w who was her dear friend, to provide assista to rising juniors and/or seniors who have demonstrated achievement in their chosen major field and regardless of financial need Preference to be given first to English majo particularly those studying English literatu and poetry; second to biology majors; and t to music majors.

Ruth Hendrickson Wood Science Scholar
Established by Mr. J. Howard Wood '22 in memory of his wife, who was in the class of 1921, to assist a woman majoring in one of sciences or mathematics.

Blanche Young Scholarship
Established by a bequest from Blanche Youn Oldham '15 to assist a student majoring in t general field of communications.

Irvin L. Young Scholarship
Established by Mr. Irvin L. Young '26, and supported by the Irvin L. Young Foundation to assist students who demonstrate financial need, with preference given to those student who are children of Protestant ministers or persons engaged in social work.

Leo and Berenyce M. Zanier Scholarship
Established by Leo '35 and "B" Zanier to pr vide scholarships to deserving students who could not otherwise afford to attend the College.

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